

BEFORE THE
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, 4th Floor
Sacramento, CA 95814

MONDAY, August 23, 2010

1:00 P.M.

Reported by:

Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Meeting Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

Interviewees

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1 P R O C E E D I N G S

2 MS. RAMIREZ-RIDGEWAY: Our next Applicant is
3 Michael Briggs. Welcome, Mr. Briggs. Are you ready to
4 begin?

5 MR. BRIGGS: Yes.

6 MS. RAMIREZ-RIDGEWAY: Please start the clock.
7 What specific skills do you believe a good Commissioner
8 should possess? Of those skills, which do you possess?
9 Which do you not possess, and how will you compensate for
10 it? Is there anything in your life that would prohibit or
11 impair your ability to perform all of the duties of a
12 Commissioner?

13 MR. BRIGGS: Thank you. First of all, I don't
14 think there is anything in my life that would prohibit or
15 impair my performing the duties of a Commissioner.

16 I would group the skills required for a
17 Commissioner in five areas; first, the analytical skills,
18 analysis of data, spatial awareness, appreciation for
19 diversity, and data driven decision making. In those
20 areas, I think my record shows that, as a lawyer, as doing
21 transactions, I've handled a lot of data and complex
22 issues. Math is an easy subject for me. As an
23 undergraduate in Economics, I would say, "Show me a graph
24 and you can save multiple pages of explanation." I've
25 done coaching in chess, which takes some spatial awareness

1 capabilities. I have an appreciation for diversity. As a
2 Native American, I've done a lot of mentoring and coaching
3 of a wide range of people, including minorities, and my
4 data driven decision making comes from my work in quality
5 processes, Six Sigma and other processes that required
6 decisions to be made based on data.

7 The second area would be management skills. A
8 good Commissioner needs to establish policies and
9 procedures for a new agency. Budgeting, hiring, and
10 administration, and encouragement of innovation. I think
11 I've demonstrated these.

12 First, I was one of the first employees at the
13 California Educational Employment Relations Board back in
14 1976, and I worked there for a couple of years on new
15 policies and procedures in a state agency. I've done
16 budgeting, hiring and firing, in places like Aerojet, US
17 West, both domestically and overseas. I've also done some
18 work with Midland Systems in San Diego. And in
19 innovation, I was involved in a compliance program as the
20 Chief Compliance Lawyer for US West. And in the '90s, we
21 started by delivering training in person and we innovated
22 and took it to a CD-ROM application and ultimately to the
23 Internet, all that before the year 2000.

24 The third area would be impartiality skills. I
25 think a good Commissioner has to follow the law, whether

1 it's following the requirements of Proposition 11, the
2 Voting Rights Act of 1965, or public meeting laws in
3 California.

4 A good Commissioner has to have comfort with
5 irregular shapes in Districts and has to be able to set
6 aside biases and preferences in making the necessary
7 decisions. I think, in those areas, my demonstrated work
8 as a Judge Pro Tem, as an Arbitrator and Lawyer, has shown
9 my capabilities to be impartial in applying the law
10 without regard to improper considerations.

11 The fourth area are communication skills.
12 Speaking skills would be necessary, whether it's within
13 the Commission for meetings, in public meetings dealing
14 with the media, writing skills would be important,
15 especially in generating the reports if that is required
16 at the end of the mapping process, and then public
17 communications are going to be very important, I think.

18 I think there needs to be a lot done to make sure
19 the public is aware of a process, encouraged to
20 participate, and is educated a little bit so that normal
21 perceptions of districts that are not rectangular, or
22 square, or normally shaped, are really not gerrymandered,
23 that sometimes you have to use irregular shapes in order
24 to comply with the law. I have done that as the Judge, as
25 an Arbitrator. I have done it for clients in memos,

1 contracts, and worked on the La Jolla High School
2 Governance Committee.

3 And the fifth area of skills I broadly grouped as
4 temperament. I think a good Commissioner has to be
5 process oriented. The ends do not justify the means in
6 this case, a Commissioner has to follow the law. A
7 Commissioner has to be patient, has to have very good
8 listening skills, and at the same time has to be a
9 decision maker, and that's true even in the absence of
10 imperfect information, or in the presence of conflicting
11 objectives or data.

12 A good Commissioner would be a team player and,
13 finally, will have a seriousness of purpose. The
14 Commission is going to need to prioritize, there is a lot
15 that has to be done in a relatively short period of time,
16 from the 1st of January until the middle of September next
17 year. And I think the Commissioner has to be prepared to
18 set aside other matters and give proper priority to this
19 work.

20 I think I've demonstrated these temperament issues
21 as a Judge Pro Tem in my quality and compliance work, as a
22 mediator and negotiator, and I have an interest in what
23 has been going on with this panel and with the
24 regulations; I submitted some comments on, well, I guess,
25 a round of proposed regulations. And I'm willing to defer

1 my arbitration and legal practice next year for as long as
2 it takes to do this job.

3 Finally, the skill that needs to be supplemented
4 of mine, I think, I have a lot of trouble proofreading my
5 own work and, about the sixth or seventh iteration, I will
6 produce something and then invariably come back later and
7 say, "Gee, how did I miss that?" So, I do need to have
8 someone proofread my work, or I need to proofread someone
9 else's." Thank you.

10 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
11 from your personal experience where you had to work with
12 others to resolve a conflict or a difference of opinion.
13 Please describe the issue and describe your role in
14 addressing and resolving the conflict, and if you are
15 selected to serve on the Citizens Redistricting
16 Commission, tell us what you would do to resolve conflicts
17 that may arise among the Commissioners.

18 MR. BRIGGS: Well, several years ago, I was
19 elected to go on the Site Governance Committee at La Jolla
20 High School in San Diego. La Jolla High School is a
21 public high school, part of San Diego Unified School
22 District. They have a governance committee that has been
23 authorized under some autonomy documents with the San
24 Diego School District to provide supervision and direction
25 to the Principal.

1 And when I went on the committee, I noticed that
2 there was supposed to be a process by which the goals and
3 objectives of the Principal were supposed to be
4 established between the Committee and the Principal, and I
5 asked someone about those, and I was told that twice in
6 the past, someone from the Committee had made an approach
7 to the Principal, asking to set goals and objectives, and
8 in both times, the Principal was very reluctant and it
9 never was done, and I indicated I thought it was an
10 important aspect of how we were operating with the
11 Principal. So, they told me, "Go ahead, if you can
12 convince him to participate, we're all behind you."

13 So I went and I talked to the Principal, and I met
14 with him several times and talked about the school and the
15 autonomy agreement. I talked about performance
16 appraisals, the fact that we were doing a performance
17 appraisal on him each year, but it was based upon a survey
18 of parents, students, and teachers. And after working for
19 a couple of months with him, I think I developed his
20 trust, that he said he was willing to engage in
21 discussions around setting goals and objectives with the
22 committee. We did that in that year, and we've been able
23 to do that every year since. So, I think it showed my
24 ability to step in, identify a deficiency, and work with
25 the parties involved, largely through gaining trust.

1 As far as conflicts on the Citizens Redistricting
2 Commission, I think training and the idea of compliance,
3 focusing on the law, will help resolve conflicts. I think
4 building trust is critical. And one of the techniques we
5 use in mediation is to move from positions that people
6 have into interests that the individuals in groups have,
7 so using techniques like that, I think, would also be
8 helpful.

9 MS. RAMIREZ-RIDGEWAY: With about 10 minutes
10 remaining, how will the Commission's work impact the
11 State? Which of these impacts will improve the State the
12 most? And is there any potential for the Commission's
13 work to harm the State, and if so, in what ways?

14 MR. BRIGGS: Well, I think the Commission's work
15 can increase voter participation in the State. And
16 increased participation by voters through better and
17 realigned Districts will lead to a more responsive group
18 of public officials. I think public communications
19 effort, increasing awareness, is going to be important,
20 and things that might happen, maybe some State Legislative
21 races will become more competitive, maybe there will be
22 fewer seats that will be deemed to be safe for one party.
23 Maybe there will be more elected officials to take more
24 moderate stances and are able to reach compromise.

25 Harm? I think that if the Commission fails to

1 reach consensus by the deadline, there will be delays and
2 uncertainty. If the Districts don't comply with Federal
3 or State legal requirements, litigation can result,
4 meaning expense, delays, and more uncertainty again.

5 MS. RAMIREZ-RIDGEWAY: Describe a situation where
6 you have had to work as a part of a group to achieve a
7 common goal, tell us about the goal, describe your role
8 within the group, and tell us how the group worked or did
9 not work collaboratively to achieve this common goal. If
10 you are selected to serve on the Citizens Redistricting
11 Commission, tell us what you would do to foster
12 collaboration among the Commissioners and ensure the
13 Commission meets its legal deadlines.

14 MR. BRIGGS: In the late '90s, I was Senior
15 International Counsel for US West and Media One Group in
16 London, England. I was responsible for Eastern Europe,
17 Russia, and Japan, primarily, and there came a point in
18 time in 1999 when AT&T agreed to acquire Media One, and
19 they gave us about one year to sell all of the
20 international properties we had been building and
21 investing in.

22 My role was to work with the investment bankers
23 and the executives to find a way to exit and sell our
24 interests at the best price for the shareholders. One of
25 the problems we ran into were the confidentiality

1 obligations regarding the information from the venture,
2 and some of our partners that wanted to buy our share did
3 not want us to be able to disclose that information to
4 potential buyers. We worked those issues. The parties
5 that were dealing with us in good faith, we used the trust
6 and relationships we had very successfully, and sold some
7 significant interests there. There were a couple of
8 occasions where people did not always deal with us in good
9 faith, so we had to rely on following the procedures we
10 had set up in our agreements, and when we detected bad
11 faith on the part of the other side, we actually got the
12 U.S. State Department or the Department of Commerce
13 involved to try to help put some political pressure on the
14 other side.

15 For the Commission, again, I think training of
16 members and the public will be important, having good
17 listening skills, emphasizing interests over positions in
18 discussions, and trying to build trust for a good faith
19 relationship within the Commission.

20 MS. RAMIREZ-RIDGEWAY: A considerable amount of
21 the Commission's work will involve meeting with people
22 from all over California who come from very different
23 backgrounds and very different perspectives. If you are
24 selected to serve on the Commission, tell us about the
25 specific skills you possess that will make you effective

1 at interacting with the public.

2 MR. BRIGGS: First of all, I'm a good listener.
3 I've used that skill in negotiations, I've used that skill
4 in mediation, and in dispute resolution. I have skills as
5 a presenter and speaker. Often, I've done things as a
6 teacher in compliance training. I've given continuing
7 legal education seminars to other lawyers. On the La
8 Jolla High School Governance Committee, I served as a
9 Chairperson for a couple of years, dealing with
10 stakeholders there.

11 As a Judge Pro Temp, it's very important for us to
12 be very inclusive with the public because, often, this is
13 their first and only real interaction personally with the
14 Justice System, so I would use my mediator skills to try
15 to help people feel comfortable in the courtroom and to
16 create a level playing ground so that people can deal with
17 each other, as well as with the Bench, with respect.

18 And finally, I have some advanced Spanish skills
19 in speaking, reading, and writing. Those can be used,
20 although, in a public setting it would be much better to
21 have a translator or an interpreter who would be focused
22 on doing that job and would be much more skilled than I.
23 Thank you.

24 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

25 CHAIR AHMADI: Yes, thank you. Good afternoon,

1 sir, Mr. Briggs. Let me start off with a follow-up on
2 your Spanish speaking skills. How do you think that will
3 help you as a Commissioner? How do you foresee your use
4 of that skill?

5 MR. BRIGGS: First of all, if we have people on
6 the Commissioner with me who are native speakers,
7 primarily, and their English skills are not good, I will
8 be able to communicate within the Commission more
9 adequately. Understanding the language helps me
10 appreciate the communication devices we might use with
11 different groups, especially in the case of Spanish,
12 reviewing the written materials, although I think we're
13 going to be able to find someone with better skills than
14 I, as well as being able to address a group if, for some
15 reason, we don't have a translator or an interpreter, but
16 we need to use those skills, which we've had to do from
17 time to time at La Jolla High School.

18 CHAIR AHMADI: Okay, thank you. And let me take
19 you back to your response to Question 1, you mentioned
20 part of, well, one of the skills that is necessary for a
21 Commissioner to have is ability to make - the decision has
22 to be data driven. Could you please elaborate on that and
23 share with us, when you say "data," what do you mean by
24 that?

25 MR. BRIGGS: By that, I mean I think it's

1 important, as I understand the work of the Commission
2 here, that when trying to determine what is an appropriate
3 District, and someone is advocating that a community of
4 interest exists, that a neighborhood exists, that the
5 Commissioners want to understand the testimony and input,
6 you don't want a Commissioner saying, "Well, I used to
7 live in Los Angeles, and I know that this is where that
8 district should lay," because that is based on someone's
9 impression, and I think that you want to be able to drill
10 down on that impression. What do you know of that
11 neighborhood today? What testimony do we have from the
12 public? What other sources of information do we have to
13 determine it? It can't be, "I have a general impression
14 because I used to live there," or, "I do live there," or,
15 "Someone told me something." I think we really need to
16 focus and have back-up for the decisions that are made by
17 the Commission.

18 CHAIR AHMADI: What other data would you be using?

19 MR. BRIGGS: Well, as I understand, some of the
20 requirements under the Voting Rights Act are going to look
21 at voting patterns by minorities and majorities in
22 different districts. We are going to be looking at
23 political geography where there are neighborhoods
24 designated by cities that actually exist, or are they 20-
25 years-old, and the old City definition of a neighborhood

1 has really changed? So I guess it would be that type of
2 information, both on the public record, as well as the
3 voting records, certainly all of the Census data, and any
4 other demographic information that comes in.

5 CHAIR AHMADI: Okay, thank you. How would you use
6 that voting data, the voting patterns?

7 MR. BRIGGS: Well, I'm not an expert on the Voting
8 Rights Act yet, but as I understand it, there are times
9 when Section 2 of the Act is going to require a Majority-
10 Minority District to be created, based upon the
11 composition. And at the same time, Section 5 of the Act
12 says you can't have any backsliding without justification.
13 So, you've got to look to see what are the voting patterns
14 of the racial minorities, what are the voting patterns of
15 the racial majorities, how do they compare, are they
16 voting for different candidates or issues, or are they
17 voting for the same candidates and issues. And the intent
18 here is to make sure that the protected minority groups
19 have the opportunity to elect candidates of choice.

20 CHAIR AHMADI: So you are suggesting that, should
21 you be selected as a Commissioner, you will start with
22 looking at the voting patterns of individuals who are
23 residing in one of the four counties that are protected
24 under Section 2 of the Voting Rights Act? Did I hear you
25 correctly?

1 MR. BRIGGS: I don't know that I would start only
2 in those four counties. I think that the speaker who
3 addressed this group from, I think, it is the Brennan
4 Center, had a strong recommendation that the Commission
5 start from a Voting Rights Act perspective in their data
6 analysis and approach.

7 The former Chairperson from the San Diego
8 Redistricting Commission, I think, recommended that
9 everyone on the Commission become an expert in Voting
10 Rights Act issues, both Federal and any State issues that
11 are involved. So, at least their recommendations seem to
12 be that's where we would start as a Commission, rather
13 than someplace else. It is certainly open and, until
14 people have been educated and trained, I don't know what
15 the right way to go is.

16 CHAIR AHMADI: I do remember the training that we
17 had back in February, I believe. Let me make sure that I
18 understood your response to this question. Let's for a
19 second pretend that there's no implication because of the
20 Section 2 requirements, for example, you are looking at
21 one of the counties in the North, would you still be
22 looking at the voter registration data, or voting
23 patterns, in your decision?

24 MR. BRIGGS: I think in that case, anything like
25 that would be secondary or tertiary. I think you would be

1 looking more towards the other factors of better - whether
2 it is contiguous, whether the political geography is there
3 because of City, County, neighborhood, and community of
4 interest concerns. So, that's where my predisposition
5 would be.

6 CHAIR AHMADI: Okay, thanks again. Another
7 follow-up question I have on your response to Question 1.
8 You stated that there will be - compliance with the law is
9 critical, now, of course it is. Can you tell the Panel if
10 you can think of a situation where there may be some
11 flexibility in making decisions when you are redrawing the
12 lines, that maybe you have more than one option, and where
13 both of them are in compliance with the law, but there may
14 be some other factor that you are considering? First of
15 all, do you see that as a potential during the decision
16 making process? And if there is, what factors would you
17 consider to be in compliance with the law, also to justify
18 your decisions?

19 MR. BRIGGS: I don't think there's one solution to
20 drawing the lines in the State of California. I think
21 there may be as many solutions as there are people, so
22 we're not looking for *the* solution, we're looking for the
23 best reasonable solution that satisfies legal
24 requirements, I think. I think beyond the requirements of
25 what needs to be considered as a factor, I understand that

1 the Commission can consider party registration, the
2 Commission can decide that they would like to make the
3 election of a representation in that district more [quote]
4 "competitive," provided they are not advantaging or
5 disadvantaging any party, and not taking into account the
6 residence of any incumbent or candidate for office. So,
7 that might be another thing that would come into possible
8 consideration by the Commission.

9 CHAIR AHMADI: Okay, thank you, sir. Just a quick
10 clarification question. In response to Question 4, you
11 mentioned that, you described your responsibility when you
12 were in Europe, and you were resolving this issue that
13 came up about moving all your investments, or the
14 company's investments. Did I hear you correctly, you
15 mentioned there was some political pressure?

16 MR. BRIGGS: There were political pressures that
17 we brought in a couple of jurisdictions or countries where
18 we felt the other side was dealing in bad faith with us.

19 CHAIR AHMADI: Could you tell us a little more
20 about that, like who helped you, and where did you receive
21 the help from?

22 MR. BRIGGS: Sure. For example, we were dealing
23 in Slovakia, and we had a regime there that we felt was
24 dealing in bad faith when we were trying to exit the
25 country. When push came to shove, we felt that litigation

1 was not the solution we wanted; what we wanted to do was
2 convince them that the approach we were taking was legal
3 and right, and we were being dealt with unfairly. So, we
4 used our Washington, D.C. office for Media One and they
5 approached the government and, in that case, I think it
6 might have been the Department of Commerce and the
7 Ambassador there, that went to the government and said,
8 "We're concerned about your disadvantaging this American
9 corporation," we were a Denver based corporation, and we
10 think that helped us get the result that we wanted. So,
11 we invoked and used some of the moral assuaging ability of
12 the U.S. Government.

13 CHAIR AHMADI: To what extent have you had any
14 interaction with the Congress, for example, or the State
15 Legislature?

16 MR. BRIGGS: With the State of California?

17 CHAIR AHMADI: Yeah, uh huh, or any staffers of
18 the Legislators.

19 MR. BRIGGS: One of my first responsibilities at
20 the EERB in 1976 when I came here as a summer intern was
21 to follow legislation and it was during the summer,
22 though, and I don't remember the Legislature being in
23 session very much. I don't remember how much I spoke to
24 individual State Legislators about issues that were
25 affecting the EERB. That is the primary contact I might

1 have had with the State Legislators.

2 A few years ago, there was someone who was
3 planning to run for office in San Diego, and I found out
4 about him, I liked his background, I donated to his
5 campaign, and maybe in the last year I received a
6 solicitation phone call for his campaign, and the person
7 who made the solicitation bumbled the explanation and
8 indicated that he was a State Legislator in the State of
9 Arizona. I didn't donate to his campaign, but I did call
10 his office the next day and I said, "Just for your
11 information, I think you have some paid solicitors trying
12 to round up contributions, and I thought they made a
13 serious mistake yesterday, telling me that he was a State
14 Legislator in Arizona," and they may want to review
15 whomever is making those calls for them. That has been
16 the extent of my interaction, I think, with the State of
17 California Legislature.

18 CHAIR AHMADI: Okay, thank you, sir. In your
19 application, you state that you volunteered as a legal aid
20 attorney for low income residents.

21 MR. BRIGGS: That's right.

22 CHAIR AHMADI: Could you please tell us a little
23 more about how long did you do that volunteer work and who
24 were these low income residents from which part of the
25 State?

1 MR. BRIGGS: Okay, this was in the timeframe of
2 1983 to 1985 when I had returned to the State of
3 California and was working in Southern California, and
4 living in Santa Monica. And Santa Monica had a Legal Aid
5 Society Office where they were providing assistance and
6 advice to low-income people, mostly of Hispanic origin,
7 and it was almost exclusively in Landlord-Tenant kinds of
8 issues. So, I would go in once every two weeks or so in
9 the evening and provide advice to people that had
10 questions. The one part of it I didn't like was I never
11 got to speak directly to the client. They had people who
12 talked directly to the clients so they could have multiple
13 conversations going at once, and then they would come in
14 and see me as the lawyer who had the answers, so I would
15 provide the answer to the Interviewer or the Legal Aid
16 worker who was not a lawyer, and they would go back and
17 advise the client.

18 CHAIR AHMADI: Okay, you also mentioned as within
19 the same response or essay that you recognize that some
20 Californians have had diminished opportunities to
21 participate in the electoral process. Can you tell me a
22 little more about that? How did you find out and what did
23 you mean by that?

24 MR. BRIGGS: Well, by that I mean, I think one
25 thing that happens is people running for office need to

1 have financial support. To run effectively, it's very
2 difficult to always have a full-time job, and so I think
3 there's a people without substantial income or wealth have
4 a lesser opportunity to run for office in a State like
5 California than someone who is working full-time.

6 I think, if you look at the demographics, people
7 of color and various minorities often, on average, will
8 have a lower income and a lower wealth level, so they have
9 that disadvantage. I don't know how much has been done in
10 redistricting in the past that has been done fair to any
11 group, all I know is, if I am on the Commission, I will
12 endeavor to make sure that the redistricting is done
13 fairly and in compliance with the law.

14 CHAIR AHMADI: I know we are running out of time,
15 but can you help me with some more information, like the
16 details of how you would do that?

17 MR. BRIGGS: I am a data driven guy. I would
18 solicit and try to be very creative about getting some
19 public input so that I can better understand
20 neighborhoods, even in San Diego County where I've resided
21 for the last 10 years, even in LA County where I resided
22 for 30 years, understanding the current situation for
23 neighborhoods and communities of interest is critically
24 important. I think we do need to get the public to
25 participate.

1 I haven't seen a lot in the press about the
2 Redistricting Commission, and I don't know how many people
3 are aware of the effort that is being undertaken today and
4 what's going to be solicited from them in the future. I
5 notice the gentleman from San Diego said that they
6 actually made two rounds of public meetings, one, to get
7 the initial input, and a second time to share their
8 preliminary results and ideas. I think that's fantastic.

9 The time pressures are going to be great to do
10 that, but I think trying to get people to give us the
11 input, people who care, people who are there, there is
12 just a fantastic number of communities out there from
13 various countries in the Far East and various countries
14 and groups from Eastern Europe, that probably have been
15 growing over the last 10 years, that we need to hear
16 about, and hear from those people about how their
17 interests can better be reflected in these Districts.

18 CHAIR AHMADI: How much time do I have? Can you
19 just name a few examples of communities of interest in
20 California?

21 MR. BRIGGS: I think there are a lot of people
22 from places like Vietnam, there are a lot of people from
23 the Asian Subcontinent of India, there are a lot of people
24 from Russia in neighborhoods now, a lot of neighborhoods -
25 I'm not sure what the ethnic or country background is, but

1 I will see signs in languages that I don't understand,
2 which tells me there's a substantial group of which I'm
3 just not aware today.

4 CHAIR AHMADI: Can communities of interest cross
5 these lines, like countries of origin or racial ethnicity?

6 MR. BRIGGS: Those, as well as interests
7 economically, interests in water rights, interests in
8 preserving the coastland, interest in hazardous waste
9 disposal site that might be in the neighborhood, or
10 something that might be going on with a military
11 installation that is being closed, for example, or
12 expanded.

13 CHAIR AHMADI: Thank you, sir.

14 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

15 VICE CHAIR CAMACHO: Good afternoon, Mr. Briggs.

16 MR. BRIGGS: Hello.

17 VICE CHAIR CAMACHO: I noticed that you worked at
18 Aerojet and I have a question related to that. At Aerojet
19 General Corporation where you worked in the late '70s and,
20 I think, early '80s, you recruited potential employees.
21 Can you describe any efforts in which you engaged in that,
22 that influenced diversity in hiring, and how would that
23 knowledge that you learned help you as a Commissioner?

24 MR. BRIGGS: Well, first of all, Aerojet General
25 had a very strong commitment to diversity and we would -

1 we looked for opportunities to recruit the best and
2 brightest minorities that we could go out and source and
3 discover. I did spend one summer, the summer of 1980,
4 working up at the Aerojet facility in the Rancho Cordova
5 area, I guess, in the employment office for one of the
6 divisions of Aerojet up there. There was one occasion,
7 though, that Aerojet sent me out of the area, they sent me
8 to Eastern Tennessee into the back country where there was
9 an Aerojet facility dealing with munitions. And they were
10 on a big hiring drive there, hence, they didn't have a
11 personnel officer, so they sent me as a relatively
12 inexperienced corporate trainee.

13 And over the three weeks I was there, I hired over
14 60 people, and two-thirds of them were women or
15 underrepresented minorities in that area. The division
16 that had sent me there was ecstatic because I met their
17 goals for the entire year in three weeks' work, because I
18 was really focused and working on bringing in and
19 identifying some good people in the local community, I
20 think that was an example of it.

21 I've taken an interest in - I've taken an interest
22 in the economics of discrimination since I was an
23 undergraduate and I read an article about how the
24 economics of discrimination were really something you
25 could take advantage of if you were willing to not

1 discriminate, that you could go out and find some of the
2 best talented people.

3 At US West in the Law Department, I hired the
4 first Latino entry level lawyer, Ed Lopez, a terrific
5 lawyer, and served as his mentor for several years, he
6 might say, to this day, and so I think there are
7 opportunities to do that, that show a commitment and a
8 realization of bringing value to the corporation, whether
9 it is trying to fulfill affirmative action guidelines and
10 programs with the US Government, or trying to realize you
11 can make your company better by bringing in people with
12 different backgrounds that are still excellent and can
13 contribute to the enterprise.

14 VICE CHAIR CAMACHO: At these two locations that
15 you worked at, was there certain steps or procedures that
16 you performed to ensure that you had an applicant pool
17 that was diverse? And how did you do that?

18 MR. BRIGGS: I'm looking back 30 years right now,
19 so it's a little - to say I remember all the procedures
20 and steps I took, I would tell you that I have to guess at
21 some of them. But the important thing was to make sure we
22 had the pool, so we were going to untraditional locations
23 sometimes. We were reaching out into other areas and
24 having a relocation program that would bring people to the
25 site if they weren't living there or going to school there

1 locally. Some of the non-traditional things like that, I
2 remember using. I'm sorry I can't give you a lot of
3 specifics on the steps that I took at that time.

4 VICE CHAIR CAMACHO: That's okay, I know it's been
5 some time, I just wanted to see if maybe you remembered
6 some of those.

7 One of the questions asked was meeting legal
8 deadlines, how would you - what steps would you perform to
9 ensure that the Commission would meet those legal
10 deadlines?

11 MR. BRIGGS: Well, I wish someone could ensure
12 that the deadlines will be met. I think certainly when
13 you realize you have a fixed deadline, one good thing is
14 everyone should realize that that deadline exists, and if
15 it exists on the minds of everyone, there is a better
16 chance of having it reach. I think the important thing is
17 to work backwards and develop a timeline with some built-
18 in flexibility, but to say, if the maps have to be done
19 with the report on September 15th, we've got to start
20 backing up time to see when are we going to have
21 preliminary maps.

22 I'm not clear whether that map has to have gone
23 through any preapproval process with the DOJ by September
24 15th, and if that's the case, that needs to be built in.
25 If the Commission is inclined to say, "We're going to have

1 a second round of public comments so that we can show them
2 what we're thinking of, and where we think we're going,
3 certainly building in time for a second round will be
4 important. So, I think my basic approach is let's make
5 sure we build in some time and set some milestones so
6 that, when we're going through the process, if we start
7 missing milestones, we know we've got to compress some
8 other timeframe in order to get there. You can't wait
9 until the 14th of September of 2011 and say, "Oh, my gosh,
10 we're not going to be done tomorrow." There has to be, I
11 think, some milestones established that are reasonable and
12 can give people an indication if we have to change
13 something in the interim.

14 VICE CHAIR CAMACHO: Okay. You were talking about
15 all the skills that you had and the opportunities to talk
16 in public settings, training classes, seminars, mediator,
17 how do you feel that - or how do you see yourself going
18 out to these public meetings and being able to communicate
19 to these diverse groups?

20 MR. BRIGGS: Well, I see myself, first of all,
21 being very willing to go out widely and broadly at times
22 that are convenient to get public participation. If we do
23 have people with language issues, I'm a strong advocate of
24 making sure we bring in people that can help with the
25 translation so that people know what's going on, and can

1 communicate with whomever is taking the public comments,
2 so that it's an effective use of the public input and it's
3 in a form that can be used. I believe in having a little
4 bit of a script so that people know what they're trying to
5 do and that things are done in a relatively standardized
6 way, rather than having everyone go out and do things and
7 then come together later with data that doesn't match up,
8 or an approach that doesn't work.

9 I believe in best practices. And maybe after the
10 first round, or the first week of the first round, people
11 reconvene and say, "What are the best practices? What's
12 working and what's not working to help things come out
13 better?"

14 VICE CHAIR CAMACHO: Okay. I noticed that, and
15 you also discussed it, that you are part Indian, Cherokee,
16 right?

17 MR. BRIGGS: Right.

18 VICE CHAIR CAMACHO: Okay. Do you have an ongoing
19 relationship with your tribe?

20 MR. BRIGGS: I do not have an ongoing relationship
21 with the Cherokee Tribe.

22 VICE CHAIR CAMACHO: Do you have any ongoing
23 relationship with any other tribes, maybe in California?

24 MR. BRIGGS: No, I don't.

25 VICE CHAIR CAMACHO: Okay, that's all the

1 questions I have.

2 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

3 PANEL MEMBER SPANO: Good afternoon.

4 MR. BRIGGS: Hello.

5 PANEL MEMBER SPANO: Do you have any knowledge
6 about the political preferences of Native Americans?

7 MR. BRIGGS: If there is, I'm not aware of that.

8 PANEL MEMBER SPANO: Okay. While you were at
9 Aerojet, in your recruitment efforts, what demographics
10 were the hires?

11 MR. BRIGGS: It depended upon the region. The
12 primary job classifications in California that I was
13 filling were engineers and scientists, so we were talking
14 about college degree earners. In Tennessee, they were
15 primarily laborers, and so we were dealing with, in that
16 case, with women and minorities in Eastern Tennessee.

17 PANEL MEMBER SPANO: So your recruitment efforts
18 were tailored to these different communities, would you
19 say?

20 MR. BRIGGS: Yeah, they were targeted based upon
21 the job openings or the jobs that were being filled at the
22 time. Yes.

23 PANEL MEMBER SPANO: And when these people were
24 hired and brought into Aerojet at the two different
25 locations, how did the employees, the existing employees,

1 interact with these new hires?

2 MR. BRIGGS: In Tennessee, I provided an
3 orientation program to the new hires, to try to launch
4 them successfully. I then transferred out of Tennessee,
5 so I don't have the information on that. In the Aerojet
6 locations where I worked in recruitment, I mentioned the
7 one here in Sacramento, I also spent three months in Azusa
8 in the employment office as part of the corporate training
9 program and went through doing recruiting only there.
10 Aerojet had a fairly diverse workforce to begin with. It
11 wasn't ideal. And it was mature. We don't use the word
12 "old," we use "mature." So, when you had engineers that
13 had been there 20 and 30 years, they were largely white
14 male because 20 or 30 years before, those were the kinds
15 of engineers coming out of college, or coming into the
16 business. The younger engineers and professionals were
17 certainly a lot more diverse.

18 I don't know how to tell you how they reacted or
19 interacted with the people. At that time, I would spend
20 three months in a location and move on and, again, it was
21 a corporate training program.

22 PANEL MEMBER SPANO: I see.

23 MR. BRIGGS: They'd say, "Michael, we need to hire
24 people in Azusa, go there for three months, you're in the
25 employment office." "Michael, we've got labor

1 negotiations going on in Chicago you're on the negotiating
2 table for three months, learn all you can." So, I didn't
3 see a lot of the follow through from the Aerojet
4 perspective until I got to a subsidiary in Houston, Texas,
5 which was Graver Tank and Manufacturing, and I was there
6 for my last three years, and we built a marvelously young,
7 diverse workforce at Graver Tank and Manufacturing in
8 Houston, Texas.

9 PANEL MEMBER SPANO: And what were the dynamics of
10 the diverse hires that made it so successful?

11 MR. BRIGGS: We had a lot of employee events and
12 employee activities, so whether it was picnics, we had a
13 softball team, a company softball - we weren't that large,
14 we had 75 people in the office, and maybe 100 people in
15 the shop.

16 I do remember that the softball team was unusual
17 in that the infield was primarily Caucasian and the
18 outfield was primarily Hispanic, and it was an interesting
19 opportunity for people to work on their Spanish so you
20 could communicate with your fellow players, but it seemed
21 to work well, it seemed that they - there was a good
22 Esprit de Corps in Houston.

23 PANEL MEMBER SPANO: So, a large Hispanic
24 population that you hired, or that was present?

25 MR. BRIGGS: It was primarily, you know, I

1 recruited and hired an Assistant Controller who was
2 African-American. I don't remember the demographics of
3 the people that we recruited and retained in Houston.

4 PANEL MEMBER SPANO: What is your experience
5 working with diverse groups in terms of diversity
6 characteristics? In your work or personal life?

7 MR. BRIGGS: Okay, my experience in working with
8 diverse groups, Houston had a significant minority
9 population, it was smaller in the office than it was in
10 the shop, for sure. It was largely Hispanic, there were,
11 like I indicated, I note that I recruited and hired an
12 African-American Assistant Controller. I'm - we had a
13 Hispanic Engineer that I recruited and hired. I - in
14 Europe, we had teams that were diverse.

15 The Vice President in charge of Eastern European
16 Wireless for a couple of years was African-American, we
17 had people from Poland and some Eastern European areas
18 that weren't racially different, although they had a
19 different approach to things, and culturally they were
20 different.

21 PANEL MEMBER SPANO: How do you see these
22 experiences applying your work in the Commission, in terms
23 of identifying the political preferences and establishing
24 fair representation among these communities as you are
25 redrawing the lines?

1 MR. BRIGGS: Well, I think having dealt with
2 people on international business transactions, I've done
3 business in India, in Asia, Eastern and Western Europe, in
4 Russia, I think I can appreciate and listen to them, I
5 think I can respect them. I think I can understand why
6 they might do things differently or speak differently. I
7 can understand by my knowledge of the Spanish language why
8 certain native Spanish speakers use a different word order
9 when they speak English than we would normally in English
10 find acceptable, or to which we can become accustomed, and
11 it has to do with word order.

12 So, I think I can understand that and appreciate
13 that better than someone else might. I can appreciate in
14 Russia that they did no contingency planning when we dealt
15 with - we had eight cellular franchises in Russia, and
16 when we were doing the 2000 roll-out and talking about,
17 well, what happens if the switches go down? What happens
18 if people can't communicate by cell phone? What's our
19 fallback? And it was a very very difficult position or
20 concept for the Russians because they said, "Under our
21 government, you never had to do a contingency plan because
22 whatever happened, you said that was what was planned,"
23 and they really had trouble contemplating something not
24 working and then saying, "Well, if that doesn't work,
25 what's our next step, then? What's our fallback?" So, I

1 can appreciate cultural differences. I can appreciate
2 language differences. And that's true whether we're
3 talking about other people on the Commission, or we're
4 talking about public input to the Commission.

5 PANEL MEMBER SPANO: How would you present
6 yourself in a public meeting being held in Butte County?

7 MR. BRIGGS: In which county?

8 PANEL MEMBER SPANO: Butte County.

9 MR. BRIGGS: I am sorry, I don't know where Butte
10 County is.

11 PANEL MEMBER SPANO: North - way up north
12 California.

13 MR. BRIGGS: I wouldn't have a suit on.

14 PANEL MEMBER SPANO: Okay, how would you reach out
15 to those people?

16 MR. BRIGGS: I don't think I'd have a suit on at
17 any public meeting, to be honest with you. I don't think
18 that's the right approach to take when you're soliciting
19 people's input. I think it looks too much - it's not
20 welcoming. I'm doing this today just to impress you.

21 So, in a public meeting, first of all, I would
22 look - I would hope that, on the Commission, there is some
23 geographic diversity, someone more familiar with that area
24 than I. Now, I know that you can do everything you want
25 to have a diverse pool in the final 60, but when they

1 start drawing the ping pong balls, or whatever, you know,
2 and sometimes the best laid plans can go awry and then
3 you're relying on the first eight Commissioners to find
4 some way to balance out whatever the ping pong ball might
5 have thrown them. But I think that approaching people,
6 having ample time for people's input, you don't want to
7 say, "We have a room full of people and so I'm going to
8 limit everyone's comments to two minutes, thank you very
9 much," thinking you're going to get good input that way.
10 I think you build in time and you say, "If we have to
11 reconvene tomorrow, we will."

12 Certainly, you can encourage people to group their
13 time and to have one speaker spend 20 minutes, instead of
14 10 people saying the same thing two minutes, over and
15 over. So, I think that's how I would approach Butte. I
16 would try to dress in a welcoming way. I would try to
17 make sure I'm a good listener. I would try to make sure
18 that we've had some outreach, to generate the interest in
19 people coming to participate.

20 PANEL MEMBER SPANO: Are you comfortable going out
21 to places like Butte County and, say, Compton, or areas
22 you haven't been in California?

23 MR. BRIGGS: I am very comfortable. I don't have
24 a problem with that. When I coached a club basketball
25 team of junior high school students when I was a college

1 student, our district went from South Central LA in Watts
2 all the way down to Lomita, almost to San Pedro, because
3 you had this long strip, you've got the long strip of the
4 LA City that's about six blocks wide, or whatever, so
5 going down to San Pedro, they have the harbor as part of
6 Los Angeles, so we were restricted to a high school
7 district that the high school covered all the way up into
8 Watts. I had players in Watts that I would go down, pick
9 up and give them rides to practice, and give them rides to
10 games out of necessity.

11 I don't have a large personal fear factor. I
12 still want to be prudent, I'm not going to be flashy.
13 But, as I told my daughter, she headed off to college last
14 week and, you know, "First of all, be safe." First of
15 all, be safe, and I think that's important for everyone.

16 PANEL MEMBER SPANO: That's good advice. You
17 worked as a Judge Pro Temp. How difficult is it to be
18 impartial in this capacity?

19 MR. BRIGGS: It takes self discipline and some
20 training, I think. It takes a lot of self awareness. If
21 you get to the self awareness and you have got the self
22 discipline, I think it works out pretty well. For
23 example, my wife is a retired Colonel from the U.S. Air
24 Force Reserve with 24 years of duty, and I realize I like
25 people in uniform, I like the people in our armed forces,

1 active duty, retired. At the same time, they aren't
2 entitled to any deference when they're in court litigating
3 the case. So, I have to check that preference at the
4 door. And it is true that, when they lose, I might say,
5 "I'm sorry I can't rule in your favor," but I say that to
6 a lot of people because a lot of people bring the claim
7 that they don't have the substantiation for, or whatever.
8 And I think it's important that they hear that from the
9 Judge sometimes. "I'm sorry I can't rule in your favor,
10 you haven't proven the case." And I will say that
11 sometimes to people in uniform. But, that doesn't change
12 the fact that they lost because they lost on the merits,
13 and I think we just need to check our preferences, our
14 biases, at the door -- and try to understand what they
15 are. It's hard to check them if you don't know what they
16 are.

17 PANEL MEMBER SPANO: Exactly. Thank you. How do
18 you see your role on the Commission?

19 MR. BRIGGS: I don't know that I have a
20 significant preconceived notion of my role on the
21 Commission because I think it really depends on the makeup
22 of the Commission, the strengths and weaknesses of each
23 member of the Commission.

24 I think I tend to be someone who can unite and
25 facilitate understanding. I think I tend to be on the

1 friendly side to where people are more at ease with me.
2 People tend to like me - nothing wrong with that, I guess.
3 So I think I'm a calming and a positive influence on the
4 Commission, regardless of who else is on it.

5 I'm an optimistic person. I enjoy countless
6 blessings and I am grateful for all the blessings that I
7 do have - not without sacrifice of my parents and
8 grandparents, and I understand that. So, I tend to take a
9 very positive and optimistic approach to things, I tend to
10 take a can do attitude.

11 At the same time, there are times where, when we
12 were doing some negotiations in Eastern Europe and we were
13 dealing with people who we thought were engaging in bad
14 faith, and we had to do the good cop/bad cop routine
15 sometimes in these meetings, and I was the lawyer, and I
16 turned to the Executive and I'd say, "Do you want to be
17 the good guy or the bad guy?" They never wanted to be the
18 bad guy. So, believe it or not, I can put it on and be
19 the bad guy if I have to, if I have to be firm, but by and
20 large, my nature is positive and optimistic. And I
21 believe that this Commission can do some really good
22 things, and I find that very motivating and exciting.

23 PANEL MEMBER SPANO: How comfortable are you
24 taking legal advice from another attorney?

25 MR. BRIGGS: I am very comfortable. I know that

1 my role is not to deliver advice, it is so true, though,
2 sometimes I've been on jury duty and you can get back into
3 the deliberations and everyone turns to the lawyer and
4 says, "Forget what the Judge told us, what's the answer?"
5 And that's not what I'm there for. If we have got cameras
6 on us all the time, that won't happen anyway. No, I
7 understand what my role is as a Commissioner and that is
8 not to be the legal advisor. We'll have people smarter
9 than I, better trained than I, to give us the legal
10 advice. And I could ask questions and get clarification
11 so things make sense, perhaps, but I'm not there to be the
12 legal advisor. I sort of relish the role of letting
13 someone else provide all the clarification and the answers
14 because there's enough to do for a Commissioner without
15 becoming the legal advisor to the group.

16 PANEL MEMBER SPANO: Thank you.

17 MS. RAMIREZ-RIDGEWAY: We are in our follow-up
18 period and I have several questions. Panelists, do you
19 also have questions?

20 CHAIR AHMADI: I don't.

21 VICE CHAIR CAMACHO: No.

22 MS. RAMIREZ-RIDGEWAY: Okay. Mr. Ahmadi asked you
23 about your ties to the California Legislature and I just
24 wondered what the answer was with regard to ties you may
25 have to any member of Congress because, as you know,

1 there's a possibility that the Commission could be drawing
2 Congressional lines, as well.

3 MR. BRIGGS: I don't have any ties to any current
4 members of Congress or young candidates for Congress.

5 MS. RAMIREZ-RIDGEWAY: You talked in response to
6 your answers to the five standard questions about the
7 skills that you have, and you talked about your mediation
8 skills, and the concepts of interests vs. positions. And
9 I wondered if you could tell us how those concepts would
10 be relevant, in your mind, to the Commission's work?

11 MR. BRIGGS: Sometimes in mediation, we get to a
12 point where people are arguing and wanting to be right,
13 wanting to be able to say, "You need to have your dog stop
14 barking. There's no other solution to that." Or, "You
15 need to put a bark collar on the dog, I'm not going to
16 accept any other solution." And what we try to get is to
17 have people understand, in the case of a barking dog, that
18 the interest is having the dog stop barking. It shouldn't
19 matter whether you're going to put a bark collar on him,
20 or you're going to let the dog in the house, you're going
21 to leave the dog in the garage, you're going to make sure
22 the dog has food and water; the interest is having the dog
23 stop barking so people can sleep, not what means they're
24 going to use to accomplish it.

25 Well, I think the same thing is true when we get

1 into redistricting. The interest should be coming up with
2 the best solution that the requisite majority can endorse,
3 if not obtain unanimous approval from. And so, when
4 someone says, "I have to have this configuration in this
5 city or this county, and this county can't be divided, I
6 think it's important to step back and try to go to the law
7 and the other issues to follow and understand what are we
8 trying to do here? What is our ultimate interest? And it
9 is to follow the law, to get things done.

10 It is something that you hope you don't have to
11 cross because someone is so vehement about it, but it is
12 trying to understand, what are we here about? And what is
13 the ultimate objective? And every once in a while, you
14 may have to find a compromise. If someone says, "You
15 know, this neighborhood can't be split," you may have to
16 find a way around that if it still meets the legal
17 requirements and, again, if you can get the requisite vote
18 for the overall map.

19 MS. RAMIREZ-RIDGEWAY: You said something that
20 interested me greatly, you said that you would be very
21 creative about getting public input, and I wondered if you
22 could tell me some of your ideas and how specifically you
23 will reach some residents who may be least inclined to
24 participate?

25 MR. BRIGGS: Well, there are a lot of reasons

1 people might be least inclined to participate. Certainly,
2 if they don't know that it's going on, I think that is the
3 biggest problem that you might be able to do something
4 about. I heard in some of the training that the panel
5 received, I think it was Section 203, maybe of the Voting
6 Rights Act, about having election materials in appropriate
7 languages. I don't know how many languages are applicable
8 in the State of California as I sit here today. I didn't
9 find the ARP website to be available in other languages.
10 Now, I might have missed it, but certainly looking at the
11 languages that are being used to get the word out, either
12 through websites, through the Press, I did a brief search
13 on Spanish newspapers looking for redistricting and some
14 other key words that might have come up, and redistricting
15 is not a Spanish word, to see, and I didn't see much in
16 the Press there. So, I think first and most easily,
17 putting something out there in languages that people can
18 understand and read will increase communication and
19 participation.

20 I think looking at various interest groups,
21 whether there are many chambers of commerce, whether there
22 are language programs where people are studying English in
23 a high school because they're immigrants, and reaching out
24 through those organizations, finding ways to get the word
25 out. And then trying to determine what's the most

1 appropriate time and location to have a meeting to get
2 public input, I think, is something else.

3 I don't know how much - and I'm not an expert on
4 Social Networking - but whether there's a large community
5 on Facebook or somewhere else that is just ripe for
6 communication on the Commission, I think it's better to
7 err on trying multiple ways like that, that might be
8 somewhat innovative, besides the traditional media of the
9 newspapers. I think that it's important that people try
10 to go on talk radio shows, that people try to go on public
11 television or other television media across the State - in
12 different pockets of the State - to get the word out. And
13 I just think we need, as Commissioners, we need to throw
14 open the doors and push the envelope to see what are
15 different ways we can get the word out and solicit that
16 input. And to the point earlier, what are the things we
17 might be doing that are holding back or inhibiting that
18 input?

19 MS. RAMIREZ-RIDGEWAY: How does California's rich
20 diversity impact its residents' representational
21 preferences?

22 MR. BRIGGS: If I understand the question, I would
23 probably say I don't know how it affects their
24 representational preferences. I mean, I have probably a
25 guess that people prefer to vote and elect people that are

1 similar to themselves; now, that may not be the case, but
2 I think that is probably one thing that I would only guess
3 at because I don't have any data telling me that that is
4 true.

5 MS. RAMIREZ-RIDGEWAY: Do you think that the
6 Commission's work will assist minority communities in
7 electing people that reflect their representational
8 preferences?

9 MR. BRIGGS: I think the work of the Commission
10 will do that significantly where we have districts that
11 have a majority of so-called minority members, probably
12 less effectively, perhaps, where there is no block of
13 minority that constitutes a majority in a given district.
14 It doesn't mean it won't happen. Interesting to see
15 whether there are subgroups that have similar interests,
16 that would be inclined to vote for the same candidate,
17 even though the candidate looks strongly only like one
18 subgroup, or appears to be like only one subgroup, but
19 there are a lot of areas in the country, I imagine, where
20 there are people that are elected, that don't look like
21 all of the voters, or most of the voters, and there are
22 certainly a lot of people that vote for people that don't
23 look like them.

24 MS. RAMIREZ-RIDGEWAY: You talked a little bit
25 about your having a real commitment to fair districts, and

1 I don't expect you to provide a legal analysis in a
2 vacuum, or be an expert on redistricting law, but I
3 wondered, in your mind, what is a fair district?

4 MR. BRIGGS: A fair district is a district in
5 which the applicable laws are followed so that it's not an
6 illegal or improper district. A fair district is one that
7 has the result of increasing voter participation. I think
8 certainly an unfair district will discourage voter
9 participation because there will be a substantial group
10 that will not participate, figuring their votes don't
11 count, or are useless. So, I would think an overall
12 increase in the voting rate would be an indication that
13 you had a fair district. I mean, a fair district is one
14 that is going to be composed of people, you know, with
15 similar - with communities of interest included,
16 neighborhoods, demographics, issues whether they are water
17 rights, or what else, that mean a lot to the people that
18 are in that district. That would be the best answer I
19 think I could give right now.

20 MS. RAMIREZ-RIDGEWAY: Very good. I don't have
21 any additional questions. Does any panelist?

22 CHAIR AHMADI: I don't have any.

23 VICE CHAIR CAMACHO: I don't.

24 MS. RAMIREZ-RIDGEWAY: None, Ms. Spano?

25 PANEL MEMBER SPANO: No, sorry.

1 MS. RAMIREZ-RIDGEWAY: Mr. Briggs, you have about
2 14 minutes if you care to make a closing statement.

3 MR. BRIGGS: I will make a brief closing
4 statement. First of all, I want to thank the Panel and
5 counsel for allowing me to interview today. Thank you for
6 the way in which you've handled this process. I would
7 guess that this workload is nothing that you envisioned
8 when you first took the job, but I might be wrong there.
9 But the volume of applications, the volume of supplemental
10 applications, and everything that has gone into the
11 countless, thousands of hours of reviewing those
12 applications and the other materials, thank you for your
13 work and your service. And I'm really hoping that this
14 Commission that you birth at the end of your term is
15 everything that it should be and everything that you hope
16 it to be because your efforts have been magnificent and I
17 just want to say, as a person that watches you from time
18 to time on the Internet, or reads transcripts, I'm
19 impressed with the manner in which you handled yourselves,
20 as well as the staff, and the times I've interfaced with
21 staff. You've got some very good people on the staff
22 doing very good work. So, thank you for that.

23 Let me just run through briefly and just say, I
24 think I possess the key skills that are required to be a
25 really good Commissioner for you. I'm analytical, my math

1 skills, my spatial relationship skills, I handle data all
2 the time, I have - a lot of the stuff is very complex,
3 it's not redistricting, it's financing, it's mergers,
4 acquisitions, buying and selling companies, building
5 businesses, but I've done that.

6 Management? Starting from the good old EERB here
7 in California 30-odd years ago, I've moved and done work
8 with Fortune 50 companies, I've done work with start-ups,
9 and small companies. I've hired people, built businesses,
10 I've budgeted, worked on policies and procedures, it's
11 important that this Commission have people that are really
12 focused on that. There's so much work to be done to get
13 off to a fast start.

14 Impartiality - I follow the law. I set my
15 prejudices and preferences aside when I go in to be an
16 Arbitrator. When I go in to be a Judge Pro Tem, and I
17 think - I know I will bring the same discipline to this
18 position. I can live with irregular shapes of districts,
19 and I just want to make sure we let everyone know when
20 that is necessary and why.

21 Communications? I think I do handle
22 communications real well, except for the proofreading of
23 my own work. And temperament, I'm very process oriented.
24 I appreciate needing to get results, but it's just
25 important that we take the right steps on this Commission

1 and get it right, get the right input, the right data, and
2 analyze it, and go through it.

3 Twice, I won quality team awards at US West called
4 "The Chairman's Award" for being on quality teams that
5 made a difference. I am patient, I started out in labor
6 law, sitting through Union negotiations you develop a
7 thick backside because you've got to be patient. I took
8 that to international business transactions, same
9 experience. When you're dealing with partners without a
10 firm timeline, if you're moving too fast, they're
11 uncomfortable, or you give away the store before it's
12 really time to conclude the deal, so I can be patient to
13 let the process work.

14 Listening skills, I try to be a good listener, I
15 try to be an active listener. Decision-maker, I'm not
16 reluctant to make decisions, I understand sometimes the
17 information is not perfect and you've got to make a
18 decision and move on. And seriousness of purpose. I am
19 really willing to subordinate. I've got a lawyer that
20 will take my clients that might need some help that I
21 can't deliver next year, and I'll postpone or find a
22 replacement Arbitrator on any cases that I have. I am
23 enthused about this opportunity and I thank you very much.

24 MS. RAMIREZ-RIDGEWAY: Thank you so much for
25 coming to see us. Let's recess until 2:44.

1 (Off the record at 2:21 p.m.)

2 (Back on the record at 2:44 p.m.)

3 MS. RAMIREZ-RIDGEWAY: The hour being 2:44, let's
4 go back on record. We have with us this afternoon Dr.
5 Gabino Aguirre. Dr. Aguirre, are you ready to begin?

6 DR. AGUIRRE: Yes, I am.

7 MS. RAMIREZ-RIDGEWAY: Wonderful. Secretary,
8 please start the clock. What specific skills do you
9 believe a good Commissioner should possess? Of those
10 skills, which do you possess? Which do you not possess,
11 and how will you compensate for it? Is there anything in
12 your life that would prohibit or impair your ability to
13 perform all of the duties of a Commissioner?

14 DR. AGUIRRE: Well, first of all, as I understand
15 the duties of the Commission, I don't think there is
16 anything that would impair me or prohibit me from
17 fulfilling the objectives of the Commission itself. As
18 far as skills are concerned, my broad experience in a
19 variety of life experiences has provided me an opportunity
20 to develop a set of skills, I think, that would apply to
21 the Commission. Some of those have to be with the ability
22 to be impartial, being a good listener, having strong
23 analytical skills, being a team player, and being open-
24 minded. So, of all of those in my role as a Councilman,
25 as a Mayor, as a teacher, as a counselor, as an

1 administrator in a high school, as a Board Chair, as a
2 Board member, as a community worker, participating in
3 community organizations, as a problem solver, as a man who
4 wishes to develop consensus in the community, all of those
5 require me to, first of all, be impartial, second of all,
6 deal with tons of data and be analytical, thirdly, to be
7 respectful, and be a good listener, and also to be a team
8 player, understanding that, as an individual, very few of
9 us can really resolve complex community issues by
10 ourselves, so it requires us to be able to work with
11 groups and, so, in my - I won't say long life, because I
12 still have quite a bit to go - I would say that I've
13 participated in all of those experiences, and been
14 effective by applying those skills.

15 As far as those that I do not have, I see that,
16 although I'm a generalist in terms of a legal background,
17 I understand through my experiences, criminal law,
18 contracts, through my Board experiences, Civil Rights law,
19 education law through my profession, I'm not a practicing
20 attorney, and I see that that's why it's important for
21 this Commission to have a legal team that we can consult
22 with when the issues get a little bit too, I would say,
23 complex, legally speaking.

24 Also, I'm not as familiar with Northern California
25 as I am with the area of California, south of San

1 Francisco, however, although I've driven through it, I'm
2 not as familiar with the industries of mining, or timber
3 industries, as a resident in Northern California. But I
4 would presume that people in Northern California aren't
5 much different from the rest of California. They have the
6 same needs, they are subject to the same budget crisis,
7 the same kind of legislation, the same educational system,
8 so, although I have to point out that lack of familiarity
9 with Northern California, still, I don't think that it is
10 a great deficit.

11 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
12 from your personal experience where you had to work with
13 others to resolve a conflict or a difference of opinion.
14 Please describe the issue and explain your role in
15 addressing and resolving the conflict. If you are
16 selected to serve on the Citizens Redistricting
17 Commission, tell us how you will resolve conflicts that
18 may arise among the Commissioners.

19 DR. AGUIRRE: Well, in my participation in
20 community work, not specifically political work, but
21 community work and education, it seems like I've always
22 been involved with problem solving and the resolution of
23 conflict, so I think one good example of my understanding
24 of conflict and how to deal with it effectively has to do
25 with an experience that I had as an educator, and when I

1 first came into being a teacher, because of collective
2 bargaining issues, then, I immediately became a member of
3 the Union and then got on the negotiating team for a Local
4 Teachers Union. So, I recall one time I was asked to set
5 up a classroom for a session, and naively, I kind of set
6 it up as a circle with tables around the circle and, you
7 know, stepped out waiting for the team to arrive, and so
8 when they actually went in to the negotiation session, it
9 turned out that those tables that were in a circle had
10 been positioned across from each other, clearly an
11 adversarial position. So, it was tough negotiating within
12 that kind of situation, especially since I tend to have a
13 sense of fairness, and I tend to believe that men and
14 women are basically good from a philosophical standpoint.
15 So, anyway, it was tough during that time, however, in the
16 wisdom of both sides, eventually we kind of evolved into a
17 model called interest-based bargaining, or the win-win
18 bargaining. With this interest-based bargaining, form of
19 collective bargaining then, it required you to take - to
20 be non-positional. It required you to walk into a
21 situation without an agenda in your back pocket. It
22 required you to be able to understand the values and world
23 views of those that were around the table, not necessarily
24 those that are across from you at the table. It required
25 you to understand that we all have common interests, and

1 those interests were based on a commitment to providing
2 effective education for children, and doing the very best
3 that we could for the community, so it required you to be
4 creative, whereas in a positional situation, it was easy
5 to demonize the other side and take positions that would
6 harm the other side. So, working collectively, then,
7 based on shared interests and values, then it was possible
8 and required for us to be more creative. That creativity
9 at times came from a particular intuition that would come
10 from individual members, lots of times it came from a
11 process, as you know, called brainstorming, where non-
12 judgmentally, we would put a list of solutions to problems
13 and a list of interests and desires that all of us had,
14 and then, from there, systematically and collectively, we
15 would try to prioritize those lists of desires so that we
16 understood that none of us were going to get everything
17 that we wanted, but we understood that we were going to
18 get some of what we wanted, and that what we wanted was
19 probably going to be in line with what everybody else
20 wanted, given the objective of providing quality
21 education. So, it required us to understand that we were
22 all in this together, that we were all in the same boat,
23 that in order for us to float, especially with budget
24 situations which are probably the most difficult, even
25 today, the most difficult for any school district to

1 resolve and to work with, it required us in understanding
2 that the pot was smaller than it was before and that we
3 all had a hand in trying to share those funds and those
4 resources as equitably as possible. So, understanding
5 again that not only teachers were not going to get
6 everything that they wanted, but the district, the
7 administrators, and other administrators were not going to
8 get everything they wanted. So, overall, then, it was a
9 way for us to resolve those kinds of conflicts.

10 So, as far as - let me see what the other issues I
11 - I think that would cover the item of conflict
12 resolution. Ultimately, I think it comes down to, again,
13 to experiences where you are called on to share
14 information and resolve issues through the application of
15 skills that are accepting of others around the table, and
16 with one goal in mind, and not necessarily being an
17 individual group goal, but, in this case, a much broader
18 goal. And I think that is very similar to what the
19 Redistricting Commission is trying to do.

20 MS. RAMIREZ-RIDGEWAY: How will the Commission's
21 work impact the State? Which of these impacts will
22 improve the State the most? Is there any potential for
23 the Commission's work to harm the State, and if so, in
24 what ways?

25 DR. AGUIRRE: Well, I think that there is great

1 potential for the Redistricting Commission to impact the
2 State. Of course, that's always one situation. Prior to
3 this one where you have what's going to be, I guess, a
4 selective and appointed Commission prior to that, then we
5 had a variety of ways of dealing with redistricting, and
6 no matter what they did, no matter what we do, as a
7 Commission, then it is going to be of great impact to the
8 State. So, if we do our work well, I think that it will
9 lead to more inclusive representation.

10 For me, one of my interests in being on the
11 Commission relates to an experience that I had with a
12 State elected official, who - I come from a small town
13 which, for us, is the center of the universe, but,
14 nevertheless, come from a small town that, at one point,
15 we approached one of our elected Senators and asked him,
16 invited him to come to an activity in our town, and it was
17 very kind of embarrassing to me, and I hope to that
18 individual, that he did not know where our town was. He
19 said, "Where is that?" So, that, to me, then brought
20 forth all kinds of questions about representation. I knew
21 that the interests of my community were not being
22 represented by that gentleman. I knew that the allocation
23 of resources that typically occurs at the State level,
24 then going to local communities, that we would probably
25 not get [quote unquote] "our fair share," simply because

1 we were not within this man's consciousness. And, in
2 negotiating for the resources, we understood that he was
3 not going to effectively represent us. So, for me, then,
4 redrawing those kinds of lines where we are not in one
5 little finger of a kind of crazy patchwork district, then,
6 by looking and trying to redraw those lines, so that we
7 become more visible and more salient and of more
8 consequence within state government, then I think that
9 redrawing the lines and the work of the Commission will
10 lead to more inclusive representation, it will lead to
11 more citizen participation, it will increase transparency
12 of government, it will increase the benefit to
13 constituents, and it will ultimately lead to more
14 effective State governance. So, the factor that I think
15 would improve the State the most would be the
16 inclusiveness of representation, and of harm to the State,
17 I can only see that we would harm the State only if we
18 don't do our job right as a Commission, and we don't
19 fulfill the objectives of the Commission, which is more
20 effective representation of every single voter in
21 California. So, if we do not do this job well, if we do
22 not listen carefully, or if we work from our own agendas,
23 then this will lead to continued dysfunction and more of
24 the same in terms of State governance.

25 MS. RAMIREZ-RIDGEWAY: With just under seven

1 minutes remaining, describe a situation where you have had
2 to work as a part of a group to achieve a common goal,
3 tell us about the goal, describe your role within the
4 group, and tell us how the group worked or did not work
5 collaboratively to achieve this goal. If you are selected
6 to serve on the Citizens Redistricting Commission, tell us
7 what you would do to foster collaboration among the
8 Commissioners and ensure the Commission meets its legal
9 deadlines.

10 DR. AGUIRRE: Well, I can say that an area of
11 interest for me, even though it didn't start out being a
12 specific interest of mine, was when I got into education,
13 I found that there were children with special needs. Not
14 only that, I found that there were families with special
15 needs. So, as a result of that, I would work with that
16 child that was struggling academically and socially and
17 personally, and so eventually some of those children wound
18 up being referred to Special Education, so that's one of
19 the things that drove me to counseling because I had a
20 very strong interest in helping individuals with coping
21 with education and sometimes with their school failure.

22 So, fast forwarding that to just a couple of years
23 ago, then, I had an opportunity to be a consultant and
24 work with the County and the Mental Health Services Act,
25 specifically the prevention and early intervention

1 component. So, I was hired to come in and establish a
2 planning committee that was representative of all groups
3 in the County, ethnic, faith, homeless, farm workers,
4 public agencies, private agencies, linguistic, all -
5 family types, deaf and hard of hearing. I was called on
6 to set up a planning committee that was representative of
7 all of these groups; not only that, is that we divided the
8 County up into five geographical areas, and also had to
9 ensure that there were representatives in each of these
10 categories, from each of those geographical areas.

11 MS. HAMEL: Five minutes.

12 DR. AGUIRRE: So, my task was to pull that
13 planning team together and, through a process of data,
14 quantitative and quality data collection, which included
15 in-depth interviews, focus groups, community forums,
16 analysis of that data, through that process, then, it
17 eventually led to the writing of a plan that met all the
18 state guidelines related to MHSA, the Mental Health
19 Services Act, and prevention and early intervention
20 component that would then be forwarded to the State for
21 approval. And, in fact, that's what occurred, and the
22 County received \$5 million, thereabouts.

23 So, throughout that process, I worked with a
24 variety of groups, some of those had opposing views on
25 what mental health services should be like, and so in my

1 role as consultant, then, I had to not only digest tons of
2 data, work with that data, explain that data not only to
3 the rest of the planning committee, but go out into the
4 community and share it with them, but also I had to become
5 a facilitator of that process so that, utilizing all those
6 skills that I shared with you in Question 1, that
7 utilizing all of those skills eventually led to a very
8 positive outcome. And now, that project is ready to be
9 rolled out. And the first phase of that is going to be
10 the development of coalitions to inform the process of
11 implementation and delivery of those mental health
12 services, and all of this to say that it's not much
13 different from what we're trying to do with our
14 Redistricting Committee, working with communities of
15 interest, working with geographic areas, working with
16 consensus building, working with data, all of those things
17 that I did most recently with the MHSA consultingship
18 [sic], then, are very similar to the kind of work that we
19 are going to be called on with the Redistricting
20 Commission.

21 MS. RAMIREZ-RIDGEWAY: With about two and a half
22 minutes remaining, a considerable amount of the
23 Commission's work will involve meeting with people from
24 all over California who come from very different
25 backgrounds and very different perspectives. If you are

1 selected to serve on the Commission, tell us about the
2 specific skills you possess that will make you effective
3 in interacting with the public.

4 DR. AGUIRRE: Well, throughout my work, I have not
5 sat at home and tried to resolve these issues from the
6 armchair of my living room, I have been out there in the
7 community and tried to work constructively with many
8 groups. So, this - the work of the Commission is not
9 going to be any different from what I've done for four
10 decades. And so the skills in interacting with the public
11 include being open-minded, fair, and reflective, being a
12 good listener, being a team player, being impartial, being
13 analytical, being respectful speakers, and all of those
14 skills, I've developed and improved within my roles as
15 Mayor, as a Councilman, as a Teacher, as an Administrator,
16 as a Counselor, as a Chair of the Ventura Council of
17 Governments, as a Board Chair of several community-based
18 organizations through my work as a problem solver, from my
19 work as a consensus builder, through my work in developing
20 collaborative networks, all of those skills that are the
21 same - exactly the same skills that I would use in working
22 with the public, and all of those skills really also
23 become useful in any eventual disagreements or conflicts
24 that would come within the Commission itself, which we
25 expect that they are.

1 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

2 CHAIR AHMADI: Thank you very much. Good
3 afternoon, Mr. Aguirre. And speaking of the skills and
4 also a follow-up on your response to the first question, I
5 believe you said that one area that you don't feel as
6 strong as your knowledge of the Northern part of the
7 state, so with those kinds of skills, and when I look at
8 your application, I am really impressed with how much
9 community activities you have, and I am sure that, should
10 you be selected as a Commissioner, you had a good response
11 for this, but where do you start? Let's say that you are
12 one of the Commissioners who goes to Assembly District 1,
13 which is the north left corner of the State, what type of
14 information would you want to gather to help you make the
15 best decision for the Commission?

16 DR. AGUIRRE: Well, first of all, if I would step
17 back from your question, Mr. Ahmadi -

18 CHAIR AHMADI: Sure.

19 DR. AGUIRRE: -- I would say that the position
20 calls for some very strong training and so-called values
21 clarification within the Commission because, you know,
22 whatever area of California we go to, to listen to, to
23 take testimony from the public, that unless we have an
24 understanding as a group of how we are going to filter
25 that information and try to work with that information and

1 that data, then that would be something that we would need
2 to have, even before we go into any area.

3 As far as Northern California, it wouldn't be much
4 different from Southern California or Central California,
5 it would be a process of walking into that session, into
6 those hearings, without an agenda, without a position,
7 understanding that we're there as learners, understanding
8 that we're there to gather data, understanding that we're
9 there to be as open as we can with the individuals that
10 are representing those communities, or communities of
11 interest, and that we will take that and work with it
12 collectively so that we come to, one, an understanding of
13 what actually was shared with us, and secondly, how it
14 relates, and whether it fits well within the guidelines
15 and the structure of the work of the redistricting
16 commission. So, I would say that being open minded would
17 be very important and then trying to gather as much
18 information, understanding that I'm not as familiar with
19 Northern California, as possible, so trying to lend a keen
20 ear to those subtle differences that will probably arise.

21 CHAIR AHMADI: Okay, so you are saying the approach
22 is going to be the same, but that there are differences
23 and you'll try to learn what those differences are?

24 DR. AGUIRRE: Yes. Yes, and those differences, if
25 I might add, Mr. Ahmadi, those differences have to do not

1 with the value of the individuals, themselves, and not
2 with their interests in a general sense, but, as I pointed
3 out in my response in Question 1, it was - my lack of
4 awareness really comes from not having worked in the
5 timber industry the way that I would work in the
6 agriculture district - industry, you know, not having
7 worked with the mining industry as I've worked with
8 factory work in Southern California. So...

9 CHAIR AHMADI: Okay, thank you, sir. A follow-up
10 question on your response to standard question 3, not
11 necessarily a follow-up, but just a question that I wanted
12 to clarify for myself. Could you please share with the
13 Panel your thoughts on the geometric shape of a district?

14 DR. AGUIRRE: Well, we can - I would - let me just
15 start out by saying that it's not necessarily a geographic
16 enterprise; we can understand, you know, the geographic
17 factor and element in drawing a district, but my
18 understanding of compactness and continuity of communities
19 of interest are very important. So, when I look at the
20 way the districts are drawn, and you have a district that
21 extends from South of Los Angeles, kind of snakes itself
22 through East Los Angeles, then heads out towards
23 Lancaster, Palmdale, and then goes over into Kern County,
24 and there's kind of like that diabolical kind of snake
25 kind of district, then, to me, it's hard for me to

1 understand - and there must be a reason why they drew it
2 that way - but it's hard for me to understand how a
3 representative that's based out in the middle of the
4 desert, given by the example I shared earlier, how he
5 could understand what happens down on the coast in Ventura
6 where I live, and up by Kern County, which is similar,
7 agricultural community, but there's lots of differences;
8 and then down South to L.A., which is a very heavy urban
9 area. So, for me, then, the redrawing of districts, then,
10 not only has to be in a sense geographic, although that
11 shouldn't be the primary consideration. I think that the
12 consideration of communities of interest, then, is perhaps
13 more important than the geographic shape of an area.
14 Ultimately, the proof of our work, will play out as to the
15 level of effective representation that we are providing
16 for every individual voter within that district.

17 CHAIR AHMADI: If you have effective
18 representation and you are in compliance with the Voting
19 Rights Act, for example, and you still end up having a
20 snake shape in a district, would you be comfortable with
21 that?

22 DR. AGUIRRE: Well, I haven't done this before as
23 a primary player, but if I were convinced that that was
24 the only shape that was going to serve a particular
25 community of interest, or a group of communities of

1 interest, if that was where it was, and what it was, and I
2 could explain it to individuals to a point where I would
3 understand exactly how that came to be, then, of course I
4 would accept it. But now when I look at not only that
5 district that I shared with you, but lots of other ones,
6 to me, I have to question where they're all based on
7 representing the needs of the community, or whether they
8 were drawn representing the needs of a particular
9 political organization or group.

10 CHAIR AHMADI: Okay, thank you, sir. You
11 mentioned communities, communities of interest. Could you
12 please tell us about what they are, and how they're
13 formed, and how important, if there are different ones,
14 how important are each one, and if there is any community
15 of interest that takes precedence over that, or elements
16 of what makes a community of interest.

17 DR. AGUIRRE: Well, I would say - I would have to
18 first say that a community of interest is not necessarily
19 the same as a neighborhood. Neighborhoods are spatially
20 related, and they're residential, typically in its basic
21 element, and they are places for social interaction within
22 a group. So, that would be a neighborhood. A community
23 is somewhat similar to a neighborhood, but it's different.
24 All neighborhoods are not communities, even though
25 communities then come to represent especially now a days,

1 not only a geographic location in some cases, but there
2 are some actual communities of interest that are a-
3 spatial, that are not located within a particular
4 geographic area; for example, a community of interest of
5 the deaf and hard of hearing could be located throughout a
6 wide geographic area, not located in any one particular
7 location, but still represent a community of interest.

8 So, as far as communities of interest are
9 concerned, I would say that they share common goals and
10 values. I would say that they probably share the same
11 type of employment or work within the same kind of
12 industry. They probably belong to the same set of
13 organizations. They probably participate or draw on
14 services from the same professionals, from the same public
15 and public agencies. So, they would probably interact
16 frequently with each other, and they would typically, I
17 think, given the issue, act collectively. So, a community
18 of interest, then, is one that share a certain identity of
19 themselves as a group, that is subject to the pushes and
20 pulls of community, of governance and its resources.

21 So, when it comes right down to it, then, if they
22 have a choice, they will act collectively. If we look at
23 the homeless, I think that, given the chance to be
24 provided affordable housing vs. no affordable housing,
25 they will elect toward voting for affordable housing. If

1 you look at victims of crime, if you look at the issue of
2 providing stronger criminal prosecution, then, they would
3 vote as a community of interest. If you look at
4 education, especially with my background, if you look at
5 education and the fact that classroom sizes are one way to
6 resolve the issue of scarcity of resources within
7 particular schools, if you look at that, then they would
8 respond collectively to oppose the increasing class sizes.

9 So, I think that probably the willingness to act
10 collectively on a particular issue is a strong factor in
11 defining what a community of interest might be.

12 CHAIR AHMADI: How would you go about balancing
13 these varying interests in a community?

14 DR. AGUIRRE: Well, it's not easy. And it's not
15 easy because everybody comes in, in my experience, comes
16 into the room with a position. And sometimes they're
17 understanding of what they're after, especially if the
18 area of resources means that, if in order for them to get
19 what they need, somebody else is going to have to take
20 less. So, I think that the resolution of these competing
21 communities of interest is something that has to be
22 finessed professionally, and it has to be addressed at a
23 very sophisticated and professional and respectful way.
24 So, as communities of interest, as represented by
25 individuals who come to our hearings, and other groups who

1 will provide testimony for us, we know that they are going
2 to put all of these issues on the table, and it's really
3 incumbent on us as a Commission to be able to sort through
4 all those and do the very best that we can, understanding
5 that not everybody is going to get what they want. But I
6 think that, if we communicate a sense of fairness and we
7 try to promote trust in the Commission through our
8 openness and good listening, then I think that folks, just
9 like an interest-based bargaining, at the end of the day,
10 when we walked away from those negotiation sessions,
11 because we were better informed and because we understood
12 each other's values and we worked hard at that, that we
13 walked away understanding that it is what it is, and that
14 we kind of dealt with each other as a friends and
15 colleagues, rather than adversaries. So, I think the
16 proof of the Commission will be how effectively we meet
17 that objective, as you just pointed out. So.... I have
18 hope and I trust that we can - not knowing who else is
19 going to be on the Commission, I'll speak for myself.

20 CHAIR AHMADI: Thank you, sir.

21 DR. AGUIRRE: Thank you.

22 CHAIR AHMADI: You mentioned in your application
23 that you performed some monitoring work for the Ventura
24 County Redistricting Task Force.

25 DR. AGUIRRE: Uh huh.

1 CHAIR AHMADI: I believe you reviewed some of the
2 reports and participated in some of the discussions and
3 all that, but could you please tell us what your main role
4 was on that practice, and how successful was the outcome?

5 DR. AGUIRRE: Well, I wasn't a direct participant
6 in that because I kind of came late into the process, but
7 I was able to observe from the sidelines some of the work
8 that they did, so I couldn't claim that I was a direct
9 participant and, you know, one of the individuals that sat
10 around the table and banged out this redistricting plan.
11 But, I was very interested in the work that they were
12 doing. They took lots of data from throughout the County
13 and worked through it, looking at community of interest
14 specifically from throughout the county, looking at the
15 geographic distribution of the population and with all the
16 demographics that were reviewed, that are typically
17 reviewed. And they came out with five districts that were
18 generally pretty close to, even in terms of numbers of
19 voters within each district. There was some because
20 Ventura is - when you look at Ventura County, the southern
21 part of Ventura County is where all the population is
22 concentrated. Some of that is very rural and some of that
23 is very urban, and some of its is suburban. So, we tried
24 to take all of those things into consideration. So,
25 ultimately, I think that the objectives were very positive

1 given that we have some Board of Supervisors that have in
2 the past decade, that have worked together to resolve some
3 of those issues that have faced the County. And
4 especially budget issues, as they've effected the state.
5 And they've been able to more or less -

6 MS. HAMEL: Five minutes.

7 DR. AGUIRRE: -- on a friendly basis, agree to
8 disagree, and have resolved some very complex issues, and
9 overall I think that, when you look at some satisfaction
10 surveys of voters, as they relate to their representatives
11 on the Board of Supervisors, I think those are generally
12 positive. So, all of that is to say that the work of the
13 Commission, because the intent was there, but actually
14 it's the outcomes are really proof of how well the
15 Commission got redistricting work. And when I look at
16 those factors in terms of how the county has operated and
17 how voters continue to support some of the candidates that
18 they've supported before, I have to conclude that the
19 outcome was generally positive.

20 CHAIR AHMADI: Okay, thank you, sir. Your
21 application also states that you were the founding member
22 of several service agencies and, of course, the Commission
23 will be an organization that is starting from scratch.
24 How do you see your role on the Commission, having had
25 this experience? And how do you approach forming this

1 organization?

2 DR. AGUIRRE: Well, it is very exciting. I have
3 founded or been a founder of several organizations and
4 those were based not on ego-tripping and looking for ways
5 that I could shine above all the others, those were based
6 on the fact that there was a need in the community, and
7 somebody had to step up and do something about it, so, as
8 a senior at UCLA, I wrote a grant that established a
9 clinic system, formerly a free clinic, now a clinic system
10 that serves Ventura County, about 50,000 individuals on an
11 annual basis, most of them low income. I helped form an
12 organization, a corporation that really has dealt with
13 issues related to youth and youth violence, you know, and
14 there's another - a couple of organizations, one just
15 simply a community-based organization that dealt with
16 youth violence, i.e., so-called gangs, that was where we
17 were asked by actually the mothers of these individuals
18 that were banging in the street, shooting at each other,
19 to put something together to give them some relief as
20 families. So, we did that. That was a community that we
21 jumped in and did.

22 So, ultimately, I think that the Commission itself
23 is related to a very strong need that exists here in
24 California right now. So, in moving forward with that, I
25 really see myself as a community worker, you know, not an

1 individual who later on, because that's not my experience
2 that you're recognized for lots of good work that you do,
3 not as an individual whose names will be emblazoned on
4 this plaque here in Sacramento next to the Governor's, you
5 know, I'm not really looking for that. What I'm looking
6 for is an opportunity to give individuals from my area and
7 throughout California an opportunity to, one, vote and
8 have their vote be counted and, secondly, be able to vote
9 for a true representative of their interests. So, those
10 are a couple of things that, as far as establishing the
11 Commission as a new organization, it's not really about
12 establishing the Commission, but it's establishing a
13 process that I think will lay the template for decades to
14 come. And that's where the real importance lies.

15 CHAIR AHMADI: Okay, thank you, sir. No more
16 questions.

17 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

18 VICE CHAIR CAMACHO: Thank you.

19 DR. AGUIRRE: Those are good questions, by the
20 way.

21 CHAIR AHMADI: Thank you.

22 VICE CHAIR CAMACHO: Hello, Dr. Aguirre.

23 DR. AGUIRRE: Hi.

24 VICE CHAIR CAMACHO: I have a few questions
25 related to your monitoring of the Ventura County

1 Redistricting Task Force.

2 DR. AGUIRRE: Sure.

3 VICE CHAIR CAMACHO: When did that occur? What
4 year was that Redistricting Task Force?

5 DR. AGUIRRE: That was, well, by law, it's
6 supposed to occur right after the Census is taken, so as I
7 recall, it was about 2001.

8 VICE CHAIR CAMACHO: Okay, so it was the last
9 Census.

10 DR. AGUIRRE: Yeah, yeah. I think they are
11 getting ready to do it again, actually.

12 VICE CHAIR CAMACHO: Okay. So you monitored this
13 and you saw that they took lots of data and that it was
14 evenly based on the numbers of voters within the County.
15 Did they look at other things that you were aware of?

16 DR. AGUIRRE: Well, as I recall, they not only
17 looked at the total number of voters within the county,
18 and it wasn't as simple as dividing by five and saying,
19 "Okay, this is who you get." But they looked at other
20 factors, the urban, suburban, rural, kind of aspect of the
21 county. They looked at where transportation was focused
22 vs. some of the areas that were not really well served by
23 transportation. They looked at some of the educational
24 characteristics of the population, as well. They looked
25 at the ethnicity and language of various parts of the

1 county. So, they looked at all of this and, as I
2 mentioned with the Mental Health Services Act, looking at
3 all of those factors that relate to interests from
4 particular populations, and tried to bring those together
5 so that they could be as equitable as possible, and as
6 fair as possible, in dividing up the county so that each
7 area, each supervisorial district, would have the very
8 best representation of a supervisor.

9 VICE CHAIR CAMACHO: Did that Task Force go out to
10 communities of interest and ask for any public feedback
11 from those various areas?

12 DR. AGUIRRE: Yes. There were some hearings that
13 were conducted, yes.

14 VICE CHAIR CAMACHO: Did you participate in any of
15 those?

16 DR. AGUIRRE: I saw one of them where individuals
17 came up, and some of them put forth their opinions about
18 why they should be in this district and not in that
19 district, and for whatever reason, you know, I didn't
20 really have all the information that the rest of the
21 Commission or that Board had, so I really couldn't
22 evaluate whether they were practical requests, or
23 justified in those requests. But, yes, I saw that there
24 were groups and individuals that came to speak to the
25 issue.

1 VICE CHAIR CAMACHO: Okay, so when this task force
2 went out to the various areas, or the one location that it
3 was, you were monitoring this, but you didn't voice your
4 opinions to the task force on what you thought the
5 communities of interest should be, and your concerns?

6 DR. AGUIRRE: Well, I was - no, I didn't. And the
7 reason for that is that I didn't feel that I was savvy
8 enough at that time to be able to inform the Commission on
9 what, on how they should do their job, or where their
10 priorities should lie. Ultimately, my concern at that
11 time had to do with making sure that everybody had an
12 equal right to participate, and I thought, because of some
13 of the work that we had been doing at that time with voter
14 registration, especially, I thought that we were making
15 good progress in that area.

16 VICE CHAIR CAMACHO: Was this just - this
17 monitoring, was this just something that you wanted to do
18 to just see how this process was working because you had a
19 concern or a desire to kind of view this process?

20 DR. AGUIRRE: Yeah, well, I think the use of the
21 term "monitoring" might not exactly apply. Monitoring, to
22 me, implies that you would oversee a process and try to
23 point out, or try to direct that process, or at least
24 point out where they might be going awry, and to me, I
25 wasn't a monitor in that sense.

1 I was interested in the process simply because
2 there was, you know, what I perceived to be a lack of
3 representation in the community within particular groups,
4 that's why we were very intensely conducting voter
5 registration projects around that time, and trying to get
6 the community engaged not only in registering to vote, but
7 also trying to promote citizenship and having ESL
8 programs, and all of that, just so that we could
9 strengthen the engagement of the community and the overall
10 governance.

11 VICE CHAIR CAMACHO: You were saying "we," was
12 there a group that you were with that monitored, or that
13 reviewed, or over - not oversaw - that followed this task
14 force?

15 DR. AGUIRRE: Well, no, I can't say that I, as
16 "we," monitored, as you say, the process because, when I
17 mean "we," I say "we were conducting" and "we were
18 involved in" voter registration and citizenship campaigns,
19 and all of those things that promote citizenship within
20 the general community. So that's apart from my own
21 individual interest in seeing how this redistricting was
22 going to play out.

23 VICE CHAIR CAMACHO: Okay, so it wasn't really a
24 "we" -

25 DR. AGUIRRE: No, it wasn't an organized group, it

1 wasn't a community of interest that was involved. It was
2 just myself.

3 VICE CHAIR CAMACHO: It was just your - okay, so
4 in the sense of the voting and I was thinking you said
5 getting out the vote, or ensuring that the communities
6 were oversaw - that was your personal interest, to make
7 sure that everyone had a vote?

8 DR. AGUIRRE: Well, we were doing both.

9 VICE CHAIR CAMACHO: We?

10 DR. AGUIRRE: Yes.

11 VICE CHAIR CAMACHO: Who is - that's why I'm kind
12 of confused, the "we were doing both," who is the "we?"

13 DR. AGUIRRE: Let me try to clarify.

14 VICE CHAIR CAMACHO: Okay.

15 DR. AGUIRRE: First of all, my interest in the
16 redistricting process was an individual interest. I was
17 not working with a group of individuals that said, "This
18 is going on, let's monitor," as you mentioned, "...let's
19 monitor and see what happens." That was just something
20 that kind of on a professional - community professional
21 level, I just wanted to see how that played out. My
22 involvement with politics, electoral politics,
23 specifically, throughout the last four decades have been,
24 even before I was a citizen, have revolved around more
25 community engagement as represented by increased number of

1 voters and increased awareness of the political process in
2 the various communities, specifically the town where I
3 work in, and the county where I operate. So, when I say
4 "we," we were in that voter engagement process in that
5 citizenship development process, so collectively, I worked
6 with not only one group, but several groups, where we
7 would go out year after year to try to increase this
8 engagement. The monitoring, as you say, of the
9 Redistricting process was something that was not a part of
10 that, it was something that I followed on my own. Is that
11 clear or -

12 VICE CHAIR CAMACHO: So the "we" is all these
13 other organizations that helped voters register, that you
14 belonged to, or that you were aware of.

15 DR. AGUIRRE: Uh huh.

16 VICE CHAIR CAMACHO: Okay. I saw in your
17 application that you were engaged in an effort to address
18 homelessness. Have you learned from that - what have you
19 learned from that experience that will be helpful as a
20 Commissioner?

21 DR. AGUIRRE: Well, I learned that homelessness is
22 not specifically a problem of the homeless. I learned
23 that it is a community issue, and we all have a role to
24 play. I learned that, for lots of us, we're one paycheck
25 away from being homeless. I learned that there are some

1 strong prejudices against homeless individuals. I also
2 learned that there are some individuals that happen to be,
3 like single men, especially farm workers, that because
4 they go to town to kind of see what's up, I guess, they
5 sometimes are treated as homeless individuals and are kind
6 of shooed away from the downtown area because of that
7 perception of being homeless. So, all of those things, I
8 learned within this working with this homeless group. The
9 other thing that I learned is that there's a general lack
10 of understanding of what the homeless issue is in the
11 general community, and that I learned that, in order for
12 us to really do anything about the problem, then we had to
13 engage ourselves in some very intense educational effort
14 in the community so that everybody understood that
15 homelessness was something that should not be demonized,
16 that it was a consequence perhaps of, in some cases, of
17 individual decisions that led to homelessness, but in
18 other cases, it was a consequence of structural factors
19 that led to - in these days - a foreclosure, that put a
20 family on the street, and that put them on the side of the
21 freeway onramp, looking for some kind of donation from
22 passersby. So, all of those things I learned about
23 homelessness. So, I also learned that homelessness has a
24 variety of elements to it. It's not only that they need a
25 place to stay, but it's also that they need to eat, and

1 they need clothes to wear, and they need a place to
2 shower, all of those things were kind of beyond my
3 experience, and only within by working within this task
4 force did we collectively kind of educate ourselves as to
5 all these issues. The group itself, as so often happens,
6 was comprised of individuals who were of good heart, saw
7 that there was an issue, and tried to go out and reach out
8 to individuals that were walking up from the riverbed
9 early in the morning, that were coming into town to try to
10 get some work, I mean, goodhearted people, but, in lots of
11 ways, typically uninformed about the complexity of the
12 issue. But, through a couple of years that we've been at
13 it, then, we've better informed ourselves, we've brought
14 in homeless into the Task Force itself, we've informed
15 ourselves about resources that we were unaware of. We've
16 established a warming shelter, helped to establish a
17 warming shelter, helped establish a meals program, all of
18 these things are things that perhaps I was generally aware
19 of, but I didn't really understand how they all fit. So,
20 now we have a task force that I think is pretty well
21 organized, that includes a variety of individuals from a
22 cross section of town, including the business community
23 that was not there before, and I think we're moving
24 assertively to do something with this issue.

25 VICE CHAIR CAMACHO: How will this knowledge,

1 because, as you know, when you go out to the communities
2 of interest, you're going to try to get as many
3 individuals in, with this knowledge about the
4 homelessness, how will that help you as a Commissioner?

5 DR. AGUIRRE: Well, first of all, the homelessness
6 represents a community of interest, which is not much
7 different from other communities of interest, so
8 understanding that I was generally unaware of various
9 issues at a depth where I could deal with those issues
10 effectively, like the homeless issue, then I think that by
11 taking testimony and meeting groups throughout California,
12 that will add to my knowledge base, to where I'll be able
13 to work with others on the Commission that may or may not
14 know more about particular needs and interests that are
15 presented before the Commission, so that I can become - I
16 can work with those issues and interests more effectively.

17 VICE CHAIR CAMACHO: Okay. You are a high school
18 Principal. What do you think are some of your
19 responsibilities that would carry over to the Commission?

20 DR. AGUIRRE: Well, that's a tough position to be
21 in, you know, one, because you are kind of like the
22 lightning rod for the whole community. Kids have certain
23 expectations. Of course, parents have certain
24 expectations of you, as well. Your teachers have certain
25 expectations of you. So, all of these expectations, then,

1 are brought to fore, and you have to be able to deal with
2 them fairly and, at the end of the day, be able to walk
3 away and feel like you can pat yourself on the back and
4 say, "You did a good job today." So, it's not an easy
5 thing, but all of those things that relate to being open-
6 minded, being fair-minded, being a good listener, being
7 analytical, all of those factors that I mentioned make for
8 a good Commissioner. Those are skills that I used as a
9 Principal and as a Mayor and in my other roles,
10 professional and non-professional. So I think that all of
11 those would help, especially, as you pointed out, my
12 skills in being a Principal, all of those skills, then, I
13 think will serve me well on the Commission, also.

14 VICE CHAIR CAMACHO: Thank you. That was my last
15 question.

16 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

17 PANEL MEMBER SPANO: Good afternoon.

18 DR. AGUIRRE: Hi.

19 PANEL MEMBER SPANO: Regarding your work as a high
20 school principal, what is the demographic makeup of this
21 district and the high school?

22 DR. AGUIRRE: The high school where -

23 PANEL MEMBER SPANO: Where you were a Principal.

24 Dr. AGUIRRE: Well, when I first moved into the
25 City as an educator, there were like - it was evenly

1 divided between Hispanics and Anglos. It was like four
2 and a half thousand and four and a half thousand, so, 30
3 years later, it's - and it was primarily socioeconomically
4 low, very low. It was rural. Thirty years later, it's
5 35,000 individuals and the town has got the highest median
6 income in the county. It is south, as a community,
7 whereas, when I first moved in, it was like there were
8 4,500 Spanish surname individuals, and another 4,500
9 others; now, there is about 4,500 Hispanic individuals
10 still, and there is like 30,000 others, so that's the
11 demographic shift that has occurred. There were only two
12 schools - three schools, actually, a high school in two
13 separate districts, a high school, and a K-5 school, and
14 then a junior high. Now there are about nine or 10
15 schools. The high school itself reflects the population
16 of the town in terms of proportion, you know, it's about -
17 but the school where I worked was an alternative school --

18 PANEL MEMBER SPANO: Moorpark Unified School
19 District?

20 DR. AGUIRRE: Yeah, within Moorpark Unified School
21 District. It was Moorpark Community High School. The
22 school where I worked was about 60 percent Spanish surname
23 and 40 percent other.

24 PANEL MEMBER SPANO: Forty percent other, you
25 said?

1 DR. AGUIRRE: Yes.

2 PANEL MEMBER SPANO: Oh, okay.

3 DR. AGUIRRE: Primarily Anglo.

4 PANEL MEMBER SPANO: Primarily Anglo. How many
5 students were ESL?

6 DR. AGUIRRE: There?

7 PANEL MEMBER SPANO: Yeah.

8 DR. AGUIRRE: Because it's high school, you know,
9 there are not as many as there would have been at the
10 elementary school, but about half of all the - about half
11 of all the Hispanic children in my school were ESL.

12 PANEL MEMBER SPANO: So, I take it, the needs and
13 concerns of the students differ base on their diverse
14 background at all?

15 DR. AGUIRRE: Well, you have to look at
16 socioeconomic status and, you know, access to the [quote
17 unquote] "opportunity structure," as reflected in a
18 particular income level, so if you look, for example, the
19 ESL children, they tend not to have books at home. Their
20 parents tend to both work late hours or at least all day.
21 Their family size tends to be a little bit larger than the
22 norm. Their language is, of course, dominant in their
23 first language, which is not English, and they're in the
24 process of learning a second language, English. Because
25 of that, then, their reading ability is generally lower

1 because it's not only difficult to learn a language, but
2 reading it is 10 times more difficult, so - yeah, so they
3 have great needs.

4 PANEL MEMBER SPANO: Does the school have to
5 adjust to this and adapt to this population?

6 DR. AGUIRRE: Yes, yes, and as a high school
7 principal myself, then, I had to look for staff that was
8 bilingual, that was culturally competent. I had to look
9 for resources that might be - that I could bring to the
10 school, Title 7 fund, Title 1 funds, you know, with a free
11 lunch program, we tried to do different things with the
12 lunch program so that it wasn't just the typical, you
13 know, "Here's what's coming from the District." We tried
14 to supplement that with healthier foods. We wrote a
15 Healthy Start grant, which not only provided a breakfast
16 program for the school, which previously had not been
17 provided, but also engaged parents and other - in
18 accessing medical services and in doing blood pressure
19 screening, and things like that. So we tried to do a
20 variety of things and tried a variety of strategies to
21 impact on the essential issue, which was how can we make
22 kids ready to learn when they walk in the schoolhouse
23 door. So, the staffing, the staff development, the
24 nutrition program, the bilingual education approach, the
25 English as a second language, the tutoring before school,

1 tutoring after school, the provision of art experiences is
2 strong, a sports program, just so we could at least, for
3 kids that were academically not there, they had other
4 skills that we would help develop, so they would at least
5 have something that they could excel with.

6 PANEL MEMBER SPANO: That's great. Do you see the
7 student population and their parents adequately getting
8 fair representation in this district?

9 DR. AGUIRRE: Well, because it was an alternative
10 school, there were certain structures that I certainly
11 tried to resolve, and tried to structure so that our
12 parents and our kids and our school got a better shake
13 than what we had previously been getting; whereas, in some
14 alternative schools, individuals are just sent to the
15 school, you know, because you're looking at children that
16 have failed within the typical comprehensive school.
17 Those sometimes are just referred to the school, kind of
18 no questions asked, the data comes with them, and they
19 just show up, and here I am, right?

20 PANEL MEMBER SPANO: Sure.

21 DR. AGUIRRE: I worked and established a committee
22 where the process was, we identify youngsters that
23 potentially could be better served in an alternative
24 school setting, and then we would within this committee
25 get together and discuss the pros and cons of a transfer

1 to the school, and if we all agreed that it was a good
2 idea, then they came, and if we didn't, then they didn't,
3 whereas other schools, then, have been unable to do that.
4 Also, there are in some cases some kids that, once they go
5 to an alternative school, they are not accepted back at
6 the other school. So, for me, that's ridiculous,
7 actually. So, I would work with parents and students and
8 district staff and staff from the other high school to
9 keep that door open and, in fact, at least twice a year,
10 there was an opportunity for youngsters to go back, once
11 they showed that, one, their attendance had improved,
12 secondly, that their skills were improved, thirdly, that
13 their attitude was more positive, etc., etc. So, those
14 are some of the issues that I work with, just so that we
15 were - we got our fair share of not only resources, but
16 respect, as well.

17 PANEL MEMBER SPANO: When you were having these
18 discussions with students, parents, and the community, on
19 this alternative school and their issues, how were their
20 concerns handled? Were the interactions really
21 contentious? Or was it pretty reasonable?

22 DR. AGUIRRE: Well, in some cases, because, you
23 know, let me put it to you, Ms. Spano, let's say, well, if
24 you were a parent, let's say, I don't know if you are, but
25 I will use you as an example if that's okay.

1 PANEL MEMBER SPANO: Sure.

2 DR. AGUIRRE: So, one day you come home and your
3 daughter says, "You know what, mom? I'm being sent over
4 there." And then most parents would say, "What?!"
5 Because, you know, the ideal of getting a high school
6 diploma and, you know, going through a big graduation, and
7 going to a prom, and this ideal is so so important within
8 American families that all of a sudden, you know, that
9 ideal was thrown up against the wall, so typically parents
10 would be upset, and they would call me and say, you know,
11 well, first, they would call the high school, or the
12 District, and say, "What do you mean?" And then, after
13 they kind of went through that, then they would come to me
14 and say, "All right, what do you have to offer?" You
15 know? And sometimes they were, you know, not nice. And
16 essentially you say, "You know what? It's totally
17 voluntary, if you want to come, because if it's not
18 voluntary, it's not going to work. You have to understand
19 how the school work, and because you've never been here
20 before, I invite you to come in next week and kind of walk
21 through our classes and see that, you know, that we're
22 really a happening school in the sense that we're
23 organized. When you go into classes, kids are learning,
24 they're not climbing the walls. And here's our
25 curriculum, and we're an accredited agency, and we are a

1 model school in California, like two or three times for
2 the last, you know, 15 years, we were a model school in
3 California." So, you would roll out all of your pluses,
4 and ultimately you would say, "And, I work for you. You
5 tell me what you need, and I will do my best to deliver."
6 So then we would get into this trust relationship and very
7 frequently afterwards, the kid was going to school every
8 day, he was not a truant out on the street, you know, they
9 were getting the kind of help and counseling that they
10 previously did not have. They were doing their homework
11 at home, whereas, you know, it was like an eye opener for
12 a child in that situation to come home and spread the work
13 out on the kitchen table, and do it. I mean, it was just
14 - it was just impressive. And it was not unusual for me
15 to have parents call me years later, as they still do,
16 when I go to - because I'm retired from that position - as
17 I go to their graduations, for parents to come to me and
18 say that our school saved their family. So, those
19 outcomes were terrific. And when you look at other
20 factors, we never - we rarely had violence at our school,
21 rarely. There were years when we would have no violence
22 at all. We typically had equal to or the highest
23 attendance rate in the district. All of those, as I
24 mentioned before, led to me, at the end of the day,
25 patting myself on the back, going home and saying, "We did

1 good today." And then worked until the midnight hour
2 preparing for the next day, dealing with issues, and then
3 come and do it again. You know? So it was a very
4 rewarding job.

5 PANEL MEMBER SPANO: It sounds rewarding.

6 DR. AGUIRRE: Yeah.

7 PANEL MEMBER SPANO: How do you plan to use this
8 passion to conduct Commission work?

9 DR. AGUIRRE: Well, when I commit to something, I
10 commit to something, you know, I commit to it. So,
11 understanding as I have become better informed about the
12 work of the Redistricting Commission, you know, my
13 commitment has much increased. So, I feel that, as my
14 Dissertation Chair said at one time, "In order for you to
15 do this very difficult thing called writing a
16 dissertation, you have to have a passion for your topic
17 and that's what's going to get you through the hard times.
18 Well, I'm a passionate man, so that's why I'm involved in
19 all of these things, and youth violence, and homelessness,
20 and poverty work, and voter registration, all of these
21 things, it is because I have a particular passion, and
22 that particular passion says to me that, as individuals,
23 we are here to make a difference. And this Redistricting
24 Commission is, I think, just one more thing that I'm going
25 to try to do.

1 PANEL MEMBER SPANO: Okay. Can you tell me about
2 the extent of experience you have applying, say, a complex
3 area of law to a set of certain maybe demographic data, or
4 any other data in making decisions?

5 DR. AGUIRRE: Well, I don't know if I could
6 directly respond to your question in that sense. I can
7 talk about how you would provide or apply, you know, legal
8 principles to situations with housing development, for
9 example, with my work on City Council, then, frequently
10 the issue of housing development and land use issues come
11 up, and typically we constantly consult with our City
12 Attorney to make sure that we are following the correct
13 procedures, but when you're developing a particular
14 housing project, especially if it relates to, you know,
15 thousands of homes, and right now we have a project that
16 we're building 1,500 homes, and some of those have to do
17 with the issues of, you know, do you provide affordable
18 housing? What's the size of the streets that you're going
19 to provide? What kind of amenities? How are we going to
20 negotiate park acreage per total number of households?
21 What kind of environmental considerations do we have as
22 they relate to the use of water? To irrigation? How
23 about questions related to sewers and all of that? So,
24 those are the kind of factors that I've dealt with, where
25 we have to be very clear on what the law says about all of

1 that, affordable housing, how that applies, the
2 development code, the Municipal Development Code, the
3 Codes related to State Codes related to construction,
4 electricity, plumbing, all of those things. So I can't
5 respond to your original question the way you phrased it,
6 but I've applied legal principles to other areas, and land
7 use and housing development, being the example that I
8 used.

9 PANEL MEMBER SPANO: Do you - you were a
10 Councilman and former Mayor. Do you have any further
11 political aspirations?

12 DR. AGUIRRE: Well, I will have to say that I kind
13 of defaulted into the position because, you know, we were
14 working with an individual who missed the filing deadline
15 and then we were all sitting around the table, there were
16 five of us that had been working on a campaign and we all
17 kind of like looked at each other and said, "Okay, one of
18 us has to do it." And, you know, my wife's health was
19 better, I'd just finished my dissertation, my kids were
20 out of school, I had no more excuses, so, you know, we all
21 looked at each other, and then I said to myself, "All
22 right," went for it, and then I talked to my companion and
23 said, "Hon, you know, I never did this before, so I'll do
24 four years and see where it goes," went in, and I thought
25 I did a great job. And then, when it came time to go for

1 it again, then we kind of like looked around the room and
2 nobody said, "We can't fill those shoes," and so I jumped
3 in again for another four, so this is my eighth year, and
4 so I've not filed for re-election. I think eight years is
5 enough because there are other things to do, and we've got
6 to spread the wealth to everybody else, you know, got to
7 give that opportunity to others to step in those shoes.
8 But, as far as political aspirations, I'm not - I guess
9 I'm not as ego-involved as I think politicians kind of
10 have to be, so for me, I do all the work that I do, and I
11 don't ask for any kind of recognition or anything like
12 that. And when you're an elected, you get lots of
13 attention, and lots of recognition, and I think sometimes
14 that goes to your head. I mean, as a Mayor, you'd walk
15 into a room, and it's like, "There's the Mayor." And then
16 everybody, they would walk you up, and you always had to
17 have something to say, and sometimes it was great,
18 sometimes it was not. But, no, I don't have any political
19 aspirations. And I understand that, by being on the
20 Commission, then, you can't. So, I understand that. I'm
21 not interested.

22 PANEL MEMBER SPANO: Do you have any relationships
23 with elected officials?

24 DR. AGUIRRE: Relationships as in -

25 PANEL MEMBER SPANO: Do you have any personal or

1 professional relationships with elected officials that you
2 interact with them on a regular basis?

3 DR. AGUIRRE: Not necessarily. The folks that I
4 run around with are just regular community folks. Once in
5 a while, when I go to an event, you know, I'll shake hands
6 with them all just because, but it's not thing that I have
7 a strong relationship to, or where I'm called on the phone
8 to, you know, commit to this and commit to that, or to
9 deliver on this or deliver on that. I don't have those
10 relationships. I'm an independent, so, no, I don't have
11 those relationships.

12 PANEL MEMBER SPANO: Okay, thank you.

13 MS. RAMIREZ-RIDGEWAY: Panelists, are there
14 follow-up questions?

15 CHAIR AHMADI: I don't have any at this point.

16 MS. RAMIREZ-RIDGEWAY: Okay, I just have a couple
17 following up on what you were just speaking about with Ms.
18 Spano. I noticed that you had letters of recommendation
19 or comments from two former legislative staffers.

20 DR. AGUIRRE: Uh huh.

21 MS. RAMIREZ-RIDGEWAY: And so, I thought I heard
22 you say you didn't have any significant relationships with
23 members of the Legislature or their staff, but I'm
24 actually curious to know if you have any relationships
25 with current members of the Legislature or their staff.

1 DR. AGUIRRE: No, no. For one, that Senator that
2 is non-existent within my town. Of course, I don't have a
3 relationship with him. The - no, nobody.

4 MS. RAMIREZ-RIDGEWAY: Okay. And I think I also
5 heard you say that you're not planning to run again for
6 your local City Council?

7 DR. AGUIRRE: No.

8 MS. RAMIREZ-RIDGEWAY: Okay, I asked that because
9 I don't know if you are aware of the fact that the Bureau
10 is promulgating some regulations that would interpret a
11 prohibition in the Act, the Voters First Act, that would
12 prohibit you from serving on the Commission and also
13 serving as a local elected official. So I wanted you to
14 clearly understand that there is that prohibition that
15 exists in case you decide to change your mind.

16 DR. AGUIRRE: No, I hadn't heard about that, I
17 thought that in the orientation that we were given in Los
18 Angeles, you know, like in February, I believe, they had
19 said that, once you get - if you get onto the Commission,
20 you can go for any kind of - you can be appointed, or you
21 could be a candidate for any State, or State position, I
22 think including Board of Supervisors. But I didn't recall
23 them saying anything about City -

24 MS. RAMIREZ-RIDGEWAY: It's local elected
25 officials, as well as State and Federal.

1 DR. AGUIRRE: Yeah, nevertheless, the filing
2 deadline is past and I feel great.

3 MS. RAMIREZ-RIDGEWAY: Good, okay. You talked a
4 little bit - well, quite a bit, I guess, with Ms. Camacho,
5 about your not monitoring of the local redistricting
6 effort -

7 DR. AGUIRRE: Monitoring sounds too legalistic.

8 MS. RAMIREZ-RIDGEWAY: I understand. And I
9 gathered that this was just something you followed for
10 your own personal interest. How closely did you follow
11 it? I mean, were you there all the time?

12 DR. AGUIRRE: It met - as I recall, it met
13 regularly, it wasn't like this where you have this long
14 drawn out process, and you're going to be scheduling
15 hearings all up and down the State. As I recall, it was a
16 small group that kind of did the work on their own, it
17 wasn't even appointed by the Board of Supervisors, it was
18 just a group that offered themselves to perform this, and
19 they - the Board of Supervisors said, "Okay, okay," and
20 then they did their work, and then they came back after
21 one or two hearings that they had in the community, came
22 back, and put forth their recommended plan before the
23 Board of Supervisors, which was accepted by them, and then
24 I guess it went up for review. I'm not sure whether it
25 happens with the State, but apparently it was okay as

1 presented, so they implemented it. So, yeah, it wasn't
2 anything where, you know, you spent hours and hours and
3 hours on it. Once in a while, I'd see some of the members
4 and we'd talk about it, but it wasn't anything where, you
5 know, I kept a file and followed it like it was -

6 MS. RAMIREZ-RIDGEWAY: You weren't involved in the
7 nitty gritty of drawing the lines?

8 DR. AGUIRRE: No, no.

9 MS. RAMIREZ-RIDGEWAY: How does California benefit
10 by having its diverse population participate in the
11 electoral process? And how will you ensure that all
12 Californians have an equal opportunity to effectively
13 participate if you're seated on the Commission?

14 DR. AGUIRRE: Well, I think that, you know, my
15 position would be that we're all in the same boat and
16 we're not about throwing anybody off the boat, so within
17 the governance of California, then, I think it's very
18 important that everybody have a fair shake in how the
19 state is governed and how those resources are allocated,
20 and you know, what kind of goals and objectives are set by
21 our elected to represent us. So, diversity is very
22 important in that sense. Even though I'm Hispanic, I
23 belong to a variety of groups, you know? And I'm a
24 Veteran, I've been homeless myself, I'm a Veteran, I've
25 been, of course, I understand education very well, I

1 understand city processes in terms of land use and housing
2 development, and all that, so I'm very aware of those as
3 interests of mine. So, all of those diverse voices are
4 important that we hear them. So, as far as hearing them,
5 I think that it'll happen when we have these hearings and
6 we accept their testimony. As far as getting those voices
7 to those hearings, I think that's a job and a
8 consideration that we as a Commission are going to have to
9 give some thought to. I'm not sure how organized the
10 process is in terms of staffing right now. I'm not sure
11 how many resources we have available to us, but in
12 community engagement, if you really want to outreach to
13 communities that have heretofore been underserved, then
14 you have to provide them information in a variety of
15 formats and languages that they can understand, and it
16 needs to be in such a way that it's respectful and that
17 they will accept. So, merely putting out a flyer that
18 says we're going to have these hearings up and down the
19 State and expect people to come, some folks that are
20 invested in the process, of course they're going to show
21 up, but the general community that has been unrepresented,
22 we have to go beyond that. And so that's, again, not
23 understanding what the level of organization is or is
24 going to be for the Commission, I can't respond to that
25 other than to say that I've always worked to be as

1 inclusive as I could be, and that'll be something that
2 will drive me while I'm on this Commission.

3 MS. RAMIREZ-RIDGEWAY: Additional questions,
4 Panelists?

5 CHAIR AHMADI: Not from me.

6 VICE CHAIR CAMACHO: No.

7 PANEL MEMBER SPANO: No.

8 MS. RAMIREZ-RIDGEWAY: We have about eight minutes
9 remaining if you'd like to make a closing statement.

10 DR. AGUIRRE: Sure. So, I will say that, you
11 know, first of all, thank you for all the great work that
12 you're doing. When I look at you on television, I think,
13 wow, they kind of have to keep their smile on their face,
14 you know, and I know that it's kind of, in a sense,
15 tedious work, and after a while, you know, as this lady
16 pointed out to me, sometimes it gets repetitive, and you
17 forget to ask this question, or whatever. But first of
18 all, let me just say that I appreciate the time that
19 you're taking to facilitate the process. I think it's a
20 very important process. When I look at the history of
21 redistricting before, we are at a new place and we hope
22 that the outcomes are going to be overall very positive
23 for California, and so I thank you for the important work
24 that you're doing.

25 As far as myself, I would say that I think I

1 understand the broad goals and objectives of the
2 Redistricting Commission, as called for by Prop. 11, that
3 I have extensive background and experiences that put me
4 throughout my life in various locations, social locations,
5 economic locations, ethnic locations, and geographic
6 locations, that put me in touch with a broader population
7 in California, that I'm very well grounded in community,
8 that through all my roles in the last four decades where
9 I've served the general community, I've developed the kind
10 of social literacy where I'm comfortable walking with
11 individuals from all walks of life, some of them rich,
12 some of them very poor, some of them a different ethnicity
13 from mine, some of them with contrary views to mine, and
14 it's just something that I've learned that we all have
15 something to share, that I've developed skills related to
16 being as fair as I could possibly be, being a good
17 listener, you know, developed analytical skills through
18 not only the tons of data that are presented to us at City
19 Council meetings, but also as a member of various Boards,
20 all of that data and being able to sift through that, and
21 come up with the most salient points so we can render a
22 good decision. I've always worked with groups, so I've
23 learned how to be a team player, and I've developed skills
24 in developing consensus building and collaboration, so I
25 understand the Voter Rights Act, I respect what it has to

1 say about protecting minorities' interests, and I look at
2 the U.S. Constitution and I subscribe to it, being that
3 everybody should have a right to vote and a right to elect
4 a representative that represents them effectively. So,
5 all of these things are kind of a summary of my life's
6 work, that's what I've done all my life. So what else can
7 I say? Other than I didn't know that Sacramento was kind
8 of hot and humid the way that it was today, I was hoping
9 that it wasn't, but it's really a beautiful place here.

10 CHAIR AHMADI: Thank you, sir.

11 VICE CHAIR CAMACHO: Thank you.

12 PANEL MEMBER SPANO: Thank you.

13 MS. RAMIREZ-RIDGEWAY: Thank you so much for
14 coming to see us. We'll recess until 4:29.

15 (Off the record at 4:10 p.m.)

16 (Back on the record at 4:31 p.m.)

17 MS. RAMIREZ-RIDGEWAY: We're back on the record.
18 It's 4:31. Our next Applicant is Patrick Nunes and he has
19 submitted for your reference over the course of his
20 interview a packet of materials, which we will make
21 available on the Internet as soon as we can. And I've
22 assured him that I can't make any guarantees as to whether
23 or not he will have an opportunity to refer to those
24 materials over the course of his interview because you get
25 to direct the line of questioning.

1 And so, with that, we'll begin with the five
2 standard questions. Are you ready to begin?

3 MR. NUNES: Thank you, yes.

4 MS. RAMIREZ-RIDGEWAY: Wonderful. Please start
5 the clock. What specific skills do you believe a good
6 Commissioner should possess? Of those skills, which do
7 you possess? Which do you not possess, and how will you
8 compensate for it? Is there anything in your life that
9 would prohibit or impair your ability to perform all of
10 the duties of a Commissioner?

11 MR. NUNES: I think I will reverse the order of
12 how that was asked if that's okay, Ms. Ramirez-Ridgeway.
13 First of all, no, the quote that I've heard, or the cliché
14 that I've heard, is hit the ground running, and I can do
15 that. I'm on a sabbatical next year, a teaching
16 sabbatical, and I do have - I am a disabled Veteran from
17 knee injuries I sustained while playing Rugby at West
18 Point, but that won't interfere with any of my duties. So
19 I'm going to hit the ground running on this Commission.

20 As far as the characteristics, I don't know, I
21 thought about this a lot and I was kind of coming up with
22 an idea about what does a good person aspire to be, you
23 know, whether they're a Commissioner, or a plumber, or a
24 school teacher, or anything, what does anybody - and I
25 would think that it would have an attitude of inclusivity,

1 the idea that everyone is welcome, big tent, those words
2 that reside benignly on our coins, E pluribus Unum, out of
3 many, one, that's our State, that's us. I think we should
4 model that intrinsically. There's been a lot of necessary
5 look at diversity and I would hope that all the
6 Commissioners are themselves microcosms of diversity, that
7 they have embodied and collected information,
8 relationships, and experiences, and travel, understanding
9 the state we're in and the tasks we have to entail, and
10 they are this microcosm of diversity. I would like to
11 think, without being assuming, that I've done those two
12 things - attitude and inclusivity, microcosm of diversity.

13 That Stephen Covey said about Highly Effective
14 People was good stuff, things where it said vision, and
15 prioritizing, and putting first things first, and seeking
16 win-win scenarios, and listen, listen, listen, I made up
17 my own metaphor. We have two ears and one mouth, and I
18 think we should use them in proportion. And this is
19 probably an area that, early on in my career, I might have
20 - oh, I did, yeah, raising a family of five, teaching
21 Government, teaching Economics, teaching World History,
22 and coaching three sports, football, wrestling, and
23 baseball, that I might have had two mouths and one ear,
24 and I think over time I've made margins of improvement on
25 that, and I'd like to think that I'm a good listener. I

1 believe I'm a good listener, people respond to me as if
2 I'm a good listener. Synergy, consensus building, this
3 has got to be something that all of our Commissioners are
4 good at within our own group and as we reach out to the
5 public, that we be able to draw people out and help them
6 understand that they're part of the process, they're
7 empowered, they are important, everybody is important.

8 My teaching experience at high school and college,
9 coaching experience, in times I used to coach, I think I
10 can synergize people, and they can synergize me, we all
11 kind of feed off each other with good ideas and respectful
12 stuff.

13 I have posted in my classroom the serenity prayer
14 also, it may not be the prayer, but just the idea of
15 changing things you can and not changing things you can't
16 and the wisdom to know the difference, I think that's a
17 pretty powerful, timeless, perennial message that we can
18 think about, so having serenity. I think all those things
19 would contribute to being a good Commissioner.

20 Now, specific to our task at hand, okay, we've got
21 40 Senate Districts and 80 Assembly Districts, and the
22 Board of Equalization also. I think that we - yeah, we've
23 got a big task, I understand that task, and I'm sure we'll
24 talk more about what that task entails.

25 One other limitation sometimes I think with me is

1 I sometimes over-elaborate. I sometimes sense that if
2 someone asks me what time it is, I'll tell them how to
3 build a watch, so I have to know when to put a period on
4 that sentence and kind of move on, summarize, encapsulate,
5 and how do you do that? You read other people's energy,
6 you see how their eyes are blinking and you see if they're
7 listening, "Okay, what do you think about that?" Change
8 the subject. Ask them a question. So, that's how I've
9 tried to genuinely compensate for things I feel are
10 shortcomings.

11 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
12 from your personal experience where you had to work with
13 others to resolve a conflict or a difference of opinion.
14 Please describe the issue and explain your role in
15 addressing and resolving the conflict. If you are
16 selected to serve on the Citizens Redistricting
17 Commission, tell us how you would resolve conflicts that
18 may arise among the Commissioners.

19 MR. NUNES: Okay, conflict resolution is what I do
20 a lot of in my Political Science unit year after year
21 after year, I have seniors. And when I taught college,
22 the same thing, coming in and having conflicts about
23 issues, politics that encompass race, and religion, and
24 gender, and part of my job, and it's something I
25 internalize and I take very seriously, is to resolve

1 conflicts among people. Sometimes, when you least expect
2 them. So, I did bring my truth seeking unit from my
3 Political Science Unit, and I think I have four do's and
4 don'ts for conflict resolution. Conflict resolution, the
5 do's: consider all factors, kind of like the NPR show, All
6 Things Considered, consider all factors, consider all
7 viewpoints, secondly, Socratic questioning, ask good good
8 questions, honest sincere questions. One of my guiding
9 questions I ask is, how would a reasonable intelligent
10 person who disagrees with me think? And how would a
11 reasonable person who disagrees with me believe? That's
12 one of my powerful questions that I would take to this
13 Commission. Third, best possible arguments, let's collect
14 the best possible arguments available on both sides. And,
15 fourth, civil discourse, okay, we engage in civil
16 discourse, yes, we may get emphatic, but we don't pound
17 the table, we don't yell, we don't bully, we don't
18 intimidate. And, actually, what I just did right there is
19 I started crossing over into the don'ts, the don'ts of
20 conflict resolution: you don't attack the messenger or, as
21 I try to teach a little bit of Latin to my students,
22 Argumentum ad hominem, don't resort to Argumentum ad
23 hominem and attack the messenger, I think that diminishes
24 credibility. We don't use Reductio ad absurdum, we don't
25 reduce people who disagree with us to an absurd extreme,

1 and I could think of many examples of how people do that.
2 We also don't set up straw persons to frame people's views
3 in the weakest possible terms, so that they're easily
4 refuted. And finally, I wish I would have heard this term
5 20 years ago, NMD, NMD. Many of the conflicts that I've
6 experienced in my professional life and my personal life,
7 sure, have been focusing in too much on the marginal
8 difference, as opposed to the 80-90 percent of the time
9 that we agree on something. Commissions I've been on,
10 Golden State examination, faculty meetings, we end up
11 focusing on the 20 percent that we disagree and, so, what
12 I've tried to do in my professional life is to say, "Look,
13 let's not forget that we agree probably 80 percent of the
14 time." "Let's celebrate that, let's keep that as an
15 underpinning, and then we'll try to solve our
16 differences." And Sigmund Freud taught of a term, and I
17 didn't know Sigmund Freud used this term, but it's called
18 Narcissism of Marginal Difference, and I think it's that
19 Narcissism of Marginal Difference that quite often
20 torpedoed or undermines conflicts, and I think we can
21 resolve conflicts better if we don't get too preoccupied
22 with the Narcissism of Marginal Difference, so....

23 A certain situation, yeah, all of these stories.
24 I mean, national healthcare, NAFTA, Global Free Trade,
25 environmental issues, our school used to have an Indian

1 mascot, I would try to collect the best possible
2 arguments. If I were teaching in the fall, I would
3 introduce issues about the 14th Amendment right now,
4 there's a debate about the birthright clause of the 14th
5 Amendment for children born in this country. There's also
6 a lot of controversy about building of the Mosque. I'm
7 not teaching in the fall, I would like to substitute
8 because I'll go back to my classroom and say, "Hey, I'm
9 Mr. Nunes, I was here last year, and I'm on a Sabbatical
10 this year, but let's talk about this Mosque issue." Let's
11 build on this Mosque of 9-11. Anyway, conflicts come up
12 in my classroom and that's how I try to resolve them,
13 okay.

14 MS. RAMIREZ-RIDGEWAY: How will the Commission's
15 work impact the State? Which of these impacts will
16 improve the State the most? Is there any potential for
17 the Commission's work to harm the State, and if so, in
18 what ways?

19 MR. NUNES: Sure. Well, obviously, our charge is
20 to create these Districts. And impact the State? I'm
21 thinking of four things, one, population equality, of
22 course, adherence to the Civil Rights Act, especially the
23 preclearance clause of the Civil Rights Act for the four
24 counties that are subjected to it, compactness, to have
25 compact districts, and to preserve community of interest,

1 based on historical information and research. And also,
2 defensible, defensible, that whatever we do in the making
3 of these districts, they are defensible.

4 I do quote Dan Walters from the paper that I
5 wrote, I gave you his quote on the last page of my paper
6 that I wrote almost 30 years ago on the subject at Sac
7 State, and I think I can read it here. "The broader
8 public, if it thinks about reapportionment at all, sees
9 the process as one of equalizing the population in the
10 manner that retains certain communities of interest,
11 avoids the butchery of city and county lines, regardless
12 of its impact on the political futures of individual
13 politicians." This is from 1981, when this quote was
14 made, 20 years ago. This is when I began my interest in
15 this process. So, that would be an impact on the State,
16 those four things. And I believe just that in and of
17 itself is an improvement, that there will be a - well, let
18 me back off for a second, I'm a social science person, and
19 social science people don't make grandiose predictions
20 because we don't deal with exact science. This is not
21 hard science - we would like to think things will happen,
22 we hope certain things will happen, so when we say
23 "improve," there's still a question in my mind and I think
24 will be in the Commission's mind, too, we hope this will
25 help, okay? That said, that caveat aside, we hope that

1 there will be, first of all, population equality, that's a
2 given, compactness, that there will be a reality of
3 fairness, of preservation of cities and counties and
4 communities of interest, and that in and of itself may
5 give some people more of a desire to think that, "Hey,
6 this is really working," that - well, I learned about this
7 word "gerrymandering" and I understand it to mean that
8 politicians choose their voters by placing registered
9 voters of the same party in the same district, to ensure
10 reelection. Now, when people learn about that
11 gerrymandering, they kind of go, "I don't think that's
12 right. That shouldn't be that way." And that's been the
13 perception that I've garnished from people I talk to, and
14 my students for 30 years. On the other hand, I don't
15 think we should make grandiose predictions. We do have
16 almost a laser-like task, and that is 40/80, and the Board
17 of Equalization. I don't envision that people will ever
18 view their Senate District the same the way they do their
19 Area Codes, like you went to college in Fresno, my son
20 goes to college in Fresno, and that's double nickel nine,
21 that's Area Code 559. I don't think that people's Senate
22 Districts will have that same sort of allure, but that
23 would be nice.

24 I also am not fond of saying your vote doesn't
25 count. I've heard people say, "Well, why bother voting?"

1 It doesn't count." There are so many decisions we make on
2 Election Day. Every person that goes in there has many
3 ballot propositions, they have elected officials, they
4 have county issues, these are two votes - these are two
5 votes out of maybe 20, okay, kind of the same discussion
6 with the electoral voting system, but that's a tangential
7 thing I won't get off on. But your vote counts, your vote
8 counts.

9 Now, as far as potential harm, well, I've done the
10 research on Proposition 77 in 2005, and I've also done
11 some research on the Proposition 27 that will be in front
12 of the voters in November, which may render our efforts
13 moot, as we all know. Well, I wanted to see what the
14 backers of Prop. 27 had to say about why this will hurt,
15 rather than my opinion, and can I quote here?

16 MS. RAMIREZ-RIDGEWAY: You have five minutes, yes.

17 MR. NUNES: They say that, "Under current law,
18 three randomly selected accountants decide who can be one
19 of the 14 elected Commissioners." They are referred here
20 as "three randomly selected accountants." I've watch you
21 at work, I've seen how fair you are, I don't know, I would
22 probably ask my students, "Does calling these people three
23 randomly selected accountants," does that sound kind of
24 Argumentum ad hominish [sic]? I would ask that. And
25 there's a cost-effective argument here that says \$1

1 million of your cumulative salary. There's going to be
2 \$20 million probably spent on this. The \$1 million of
3 taxpayer money is not trifling, but - so, I was wondering,
4 that's the two arguments. But what are the best possible
5 arguments? I don't see those as the best possible
6 arguments. The best possible arguments that I would see,
7 if I had to present these to students would be, Democrats
8 and Republicans could be communities of interest, so
9 gerrymandering is okay, okay? I don't particularly agree
10 with that argument, okay? What about, candidates are
11 limited by Proposition 140? They can't spend all their
12 time going to campaigning and raising money and stuff,
13 they're going to be out in three years. And another
14 concern, I don't know, I'm back with that Doolittle dip
15 way back in the '80s, the State Legislator made a play so
16 John Doolittle's residence was in his Senate District.
17 I'm thinking maybe when the Commission does its work, we
18 may actually draw some incumbents out of their District,
19 and that may harm - this district says, "Well, we wanted
20 that person, and now she is out of the district that used
21 to represent," and we're supposedly not supposed to pay
22 attention to that. That could do some harm, and those are
23 the best possible arguments to support Proposition 27.
24 I'm going to vote no on Proposition 27, but those to me
25 are the best - they were better than the arguments that

1 were listed here. Okay.

2 MS. RAMIREZ-RIDGEWAY: We have about three minutes
3 remaining. Describe a situation where you have had to
4 work as a part of a group to achieve a common goal, tell
5 us about the goal, describe your role within the group,
6 and tell us how the group worked or did not work
7 collaboratively to achieve this goal. If you are selected
8 to serve on the Citizens Redistricting Commission, tell us
9 what you would do to foster collaboration among the
10 Commissioners and ensure the Commission meets its legal
11 deadlines.

12 MR. NUNES: Okay, fostering collaboration, a lot
13 of that sounds like becoming friendly, knowing people.
14 The way that I tend to try to get to know people and
15 foster collaboration is ask about their education and
16 their family. And Mr. Ahmadi went to San Diego State, my
17 two sons live in San Diego, Ocean Beach and Pacific Beach,
18 and that's where I go for a lot of my vacations. I like
19 San Diego. I go to the Balboa Park Organ concerts every
20 Sunday night, even though the flight pattern of Lindbergh
21 Field is in the back. Ms. Spano and Ms. Camacho, you both
22 went to Sac State Accountants. I had a very good friend
23 and college professor named Dr. Bill Kirby. I don't know
24 if you had Dr. Bill Kirby as an Econ Instructor, but he
25 helped me throughout my career. I worked with him on the

1 Golden State Examination. I mentioned my son who is at
2 Fresno State, he is an IS major, and he is a good guy, and
3 he likes Fresno. We were down there last week, we went up
4 to Kings County, it was his 22nd birthday. I'd like to
5 take a story, and if I can borrow sometime elsewhere,
6 about a situation where we had to foster collaboration,
7 one of the most important jobs I ever had as being a
8 father, so to speak. I used to take my kids on lots of
9 trips, as a matter of fact, I still do. I've taken my son
10 to Bryce and Zion.

11 Anyway, we were down in the Haight. Saturday I
12 said to the guys, "Let's go down to San Francisco," walked
13 around Golden Gate Park and everything like that, and I
14 said, "Let's go over to the Haight, I know a couple of
15 places to have some food." So we had two choices, Las
16 Rosas Burrito, or Escape from New York Pizza. We went to
17 Las Rosas Burrito. We're looking out the window and young
18 Casey, about seven-years-old, says, "Wow, there's a lot of
19 weirdo's around here." And all three of us kind of went -
20 both said, "Dude, that's uncool." And Dominic said, "Uh,
21 they probably think you're weird, you know, you're
22 different." And, of course, now there's this big pause
23 like, "Okay, what's dad going to say about this?" And I
24 said, "Well, I say they're weird because look at all the
25 different colors of hair." I said, "How many colors?" He

1 said, "Green, probably three." I said, "Well, you just
2 missed one over there, four." And then, how many stop
3 lights do you think you have in San Francisco? He said,
4 "There's tons." I said, "How many stop lights in Lake
5 County where we live?" At that time, there were eight
6 stop lights in Lake County. And then I also said, "How
7 many languages have you heard around here?" He said,
8 "Probably a bunch." I said, "Well, I have two friends who
9 teach in San Francisco, and they have 30 languages
10 spoken." May I borrow some time?

11 CHAIR AHMADI: You can have five minutes.

12 MS. RAMIREZ-RIDGEWAY: Let's extend five minutes.

13 MR. NUNES: Thank you, because I think I may cover
14 later questions, thank you. Thank you. And I said, "You
15 know, I was concerned when I moved our family to Lake
16 County from Folsom and where I was teaching in Sacramento,
17 I was teaching in El Dorado Hills, actually, but, you
18 know, I wanted you guys to get out and get around and
19 visit family, and go places, so you wouldn't come down
20 here and say, 'Wow, there's a lot of weirdo's,' that you
21 wouldn't say things like that." This last weekend when I
22 took Casey up to Kings Canyon, I told him a little bit
23 about this committee, and he says, "Are you going to get a
24 haircut before you go there, dad?" And I said, "Why do
25 you say that?" And he says, "Well, I don't know if

1 they're going to go for that old hippy thing you've got
2 going." And I said, "Hippy thing I've got going. Oh, are
3 you into labeling people now because of hair?" And he
4 says, "Yeah, yeah, that's what I do, I label people." I
5 said, "Okay." Yeah, I did get a haircut, by the way. And
6 then, further down the way, I asked if he wanted to put in
7 some music, and Case says, "Well, you know, it's all rap
8 music, and you know, you're kind of square." And I said,
9 "What makes me square? That I don't listen to rap music?"
10 He says, "Well, yeah, kind of that and other things." And
11 I said, "Casey, I memorized *Rapper's Delight*, Hotel,
12 Motel, Holiday Inn, eight years before you were born. I
13 went to Junior High School next to the Crest where Mac Dre
14 was from. But when I was growing up, it was Sylvester
15 Stallone, Sly & the Family Stone, who was - but you're
16 saying I'm square, huh?" And he goes, "Yeah, dad, you're
17 square." What I learn from that is that we don't always
18 have to take our self so serious, and step outside
19 ourselves and so... Fostering collaboration, okay, last
20 question, thanks.

21 MS. RAMIREZ-RIDGEWAY: A considerable amount of
22 the Commission's work will involve meeting with people
23 from all over California who come from very different
24 backgrounds and very different perspectives. If you are
25 selected to serve on the Commission, tell us about the

1 specific skills you possess that will make you effective
2 at interacting with the public. You have about two
3 minutes.

4 MR. NUNES: I could shorten this up because a lot
5 of what I said in question 1, I think, applies here also,
6 the inclusivity and diversity. I would also add that
7 people have said things to me, like, "Man, you get it."
8 "You know, that's what I like about you, you get it, you
9 understand." And that comes from experience working with
10 people. I know Mr. Wright has said he'd like Joe Average
11 here, or Juan Average, or Josephine Average, or whoever,
12 but I think I'm kind of a Joe Average person, I believe I
13 am. Mr. Pacheco from the AARP has been concerned about
14 different age issues. I live in a county where it has the
15 highest average age, I'm around a lot of elderly people, I
16 play golf with some of them. I'm approachable. I also
17 don't think I'm a pedantic, sanctimonious, or elitist type
18 of person. So, I'd say that's me. Thanks.

19 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

20 CHAIR AHMADI: Yes, thank you so much. Good
21 afternoon, Mr. Nunes.

22 MR. NUNES: Hi.

23 CHAIR AHMADI: I have to admit that I am a slow
24 reader, but I glanced through this, but I assure you that
25 I will read the detail on the handouts that you've given

1 us.

2 MR. NUNES: I hope it's not inappropriate to
3 spring it on you.

4 CHAIR AHMADI: No, that's fine. It's your
5 material, and I'm sure this is going to be on the website.

6 MR. NUNES: Thank you.

7 CHAIR AHMADI: Thank you, sir. Let me take you
8 back to kind of like a follow-up question on your response
9 to question 1. You mentioned that one of the skills that
10 you'd like to see in the Commissioners is to have the
11 ability to have a vision and also prioritize the tasks.
12 Could you please share with us in a little more detail
13 what the vision should be and, based, you know, nobody has
14 done this work before at this scale, but to the extent
15 that you can, I would appreciate if you can help us with
16 some details on what you mean by prioritizing.

17 MR. NUNES: Well, begin with 40/80, you know, with
18 40 Senate Districts and 80 Assembly Districts, to draw the
19 equal population. We would prioritize by perhaps finding
20 the appropriate places to go. I've been to the State
21 database website and U.C. Berkeley that has some excellent
22 excellent resources that, I mean, that's a priority is
23 find what's there now and that would be a good place to
24 go. Do the research, the data research, the compilation
25 of data that the Census will deliver us. Seek out people

1 who seem to know a lot. I know there's a Paul McCaskle
2 who has applied, he seems to know a lot about this
3 particular subject, years and years of research. And the
4 vision is to make equal district groups that honor the
5 integrity of cities and counties, and do some fine-tuned
6 action research; action research as opposed to, you know,
7 there's quantifiable research and there's action research,
8 so that would kind of be the later stages, is do that
9 action research at the level to find out where lines
10 should be drawn, then create some draft maps sometime mid-
11 year, perhaps. And just keep doing the research. So,
12 start with the task in mind, then take it a step at a
13 time.

14 CHAIR AHMADI: What kind of research would you do?

15 MR. NUNES: Well, first of all, the State
16 database, the State database, I think, starts with where
17 lines are drawn right now. The other type of research
18 would be to look at geographic boundaries that are in
19 existence, highways, rivers, mountain ranges. I do have a
20 lot of experience with maps, I have done maps for my West
21 Point time period until now, and teaching with maps.
22 Other research would be the communities of interest, where
23 there happen to be dividing areas, like, for example, here
24 is something that happened just this weekend. A friend of
25 mine was driving through Vallejo, taking his family to

1 Marine World, and he said, "I see they're building a new
2 high school in Vallejo." And I said, "I don't think
3 they're building a new high school in Vallejo." And he
4 said, "Well, I drove right by it." And I said, "Vallejo,
5 no, they're closing down Hogan High School where I went."
6 So, I said, "I know what you saw. You saw American Canyon
7 High School. And American Canyon High School appears to
8 be in Vallejo, but it is actually Napa County. And it's
9 actually 10-15 minutes to Napa." Now, those are the kind
10 of stories that I think our Commission would do an action
11 research, that's the kind of research that is beyond the
12 quantitative research, but the qualitative research, as a
13 for instance.

14 CHAIR AHMADI: Okay, thank you, sir. You in one
15 of your handouts, you quoted Dan Walters about the - a
16 quote about the redistricting. You mentioned something,
17 it is mentioned there, about the city and county lines,
18 which kind of triggered a question in my mind to ask you,
19 if you can help us with your thoughts on when it might be
20 okay to cross the city or county lines and when it may not
21 be okay, and why.

22 MR. NUNES: Well, the situation I just described,
23 that minor anecdote, that I suspect there are many
24 scenarios around the State that are similar to what I
25 mentioned between Napa and Vallejo, and Solano and Napa

1 Counties. I know the LA region, I have two brothers who
2 live in that area. I know many teachers, also, that
3 perhaps that they could alert me to situations about
4 school districts. The school districts are usually in the
5 same city and county, but just areas where there may be a
6 disconnect between this community of interest and that
7 community of interest; but that would have to be done by
8 action research. And I mentioned San Diego a while back,
9 a minor thing, people in Pacific Beach don't identify with
10 people in Ocean Beach. Ocean Beach thinks it's hip, and
11 Ocean Beach people think that Pacific Beach is snooty.
12 Now, that is not the kind of thing that I would look at,
13 necessarily, to draw lines, but those type - sometimes
14 there are occupational differences, there may be racial
15 differences that may cross over. And I would look forward
16 to finding those areas through working with the Commission
17 and doing some action research, and getting to see what's
18 going on. And I know the State of California well. I
19 took a class in California Geography years ago and it's
20 what I study, it's what I do. So I just look forward to
21 looking at those things.

22 CHAIR AHMADI: Great, thank you, sir. That kind
23 of leads me to my next follow-up question, just to clarify
24 in my mind, what criteria or laws would you follow should
25 you be selected as a Commissioner?

1 MR. NUNES: Well, first, the one person, one vote,
2 which I know there's a variety of cases. The case that I
3 have always thought of as Baker vs. Carr, which is the one
4 person, one vote, based on equal population. I remember I
5 was taking a class in 1982, where a Professor Charles Bell
6 came in and he said that Baker vs. Carr helped us realize
7 that our representatives were representing people and not
8 cows. That was a funny way of saying that, "Yeah, this
9 district has 10,000 people, and this has 100,000." And
10 that kind of goes against the 14th Amendment, so equal
11 population. Secondly, the Voting Rights Act, I know the
12 Voting Rights Act, it is a federal law, and it was mostly
13 directed at southern counties who had a history of
14 discrimination, poll taxing; the 24th Amendment took care
15 of poll taxing. Literacy tests, and things like that.
16 Now, the counties in California, which I live in Merced,
17 Yuba, Monterey, and Riverside County, they had a situation
18 dealing with Military Bases, where there was many people
19 living there who happened to be associated with the
20 Military. So, I would like to look more into that, which,
21 by the way, that's another characteristic of being a good
22 Commissioner, if you don't really know the answer to the
23 question, do the best you can, and then stop, but that's
24 the Voting Rights Act, that's how I understand it, the
25 preclearance - we have to preclear these districts,

1 especially those four counties, and have them equal. And
2 then, maintain the communities of interest and all the
3 other action research.

4 CHAIR AHMADI: Thank you very much, sir.

5 MR. NUNES: Sure.

6 CHAIR AHMADI: I only ask this because you
7 included it in your application, and I find it sort of
8 relevant. At West Point, you received the top military
9 award for your excellence.

10 MR. NUNES: That was at the prep school, West
11 Point Prep School.

12 CHAIR AHMADI: Yeah. In yet, you said that you
13 struggled with academics. How do you encourage students
14 who are struggling to keep striving for their goals, for a
15 goal?

16 MR. NUNES: You know, Mr. Ahmadi, it's been said
17 sometimes that those who struggled in school sometimes
18 make good teachers because they know what it's like, and
19 that was me. I mean, I had a 2.0 at West Point, but then,
20 when I came to Sac State, I had a 3.8, and I don't think it
21 says much about the institution, I think it says more
22 about me, personally, and where I was. But, as far as
23 influencing kids, I hate to say, sometimes the Honors
24 kids, the AP kids, you can take them for granted because
25 you cannot, you have to keep stimulating their minds all

1 the time. But it's those kids, the C/D range, that maybe
2 you can help them move from a D to a C, or a C to a B, how
3 do you do it? Keep them engaged. Make them feel welcome.
4 Make them feel that they're liked. And make them feel
5 that whatever I'm teaching is very relevant to their
6 lives. Because I teach Civics and Economics, there's a
7 lot of relevance. I mean, for the last year or so, I
8 could probably teach an Economics class just based on the
9 headlines with the Fed, and monetary policy, fiscal
10 policy, and to salvage relevance and establish a
11 relationship, and if they trust you, even if they don't
12 want to work, they'll still like being in my classroom,
13 that this is a place that enhances their life. And if you
14 start from there, then you can maybe engage their
15 cognitive skills, but the affect of domain is very
16 important to me and dealing with their likeability.

17 CHAIR AHMADI: Okay, thanks again. If you could
18 identify one overriding educational issue in California,
19 what would that be?

20 MR. NUNES: Sure. I talk about this a lot. I've
21 had to bring my focus down like that serenity prayer that
22 I told you about, what can I change? What can't I change?
23 First of all, I feel like I'm adequately compensated as a
24 teacher. I knew the market going in, so... Money, well,
25 K-12, Junior College, UC and CSU gets about half of the

1 State budget, so if any cuts are going to be made, the
2 group that gets the biggest piece of the pie might get
3 cut, and then it's health and welfare, and then it's
4 prisons, and then it's transportation. So, I'm kind of
5 saying I understand teacher pay issue, I understand budget
6 cut issues, but I don't know if there's much I can do to
7 affect that. So, if I'm asked, as you just did ask me, my
8 main issue, it is kind of a follow-up of your last issue
9 in education. The kids who are in their senior year and
10 just want to graduate, so on a day to day basis they may
11 be apathetic, and that's my biggest concern is trying to
12 motivate student apathy because that's what I can do as a
13 teacher. I mean, I used to have a saying in my classroom,
14 "Give me a piece of chalk, a chalkboard, and a room full
15 of kids who care." And that's what I have control over.
16 And I might need a copy machine, too, and maybe a TV with
17 a DVD player, but when it comes down to it, so that's my
18 main concern as a teacher is just getting that 15-20
19 percent who kind of don't care, but they're good kids,
20 find out what can I do to help them. So, that's my...

21 CHAIR AHMADI: That's great, thank you very much,
22 sir. I have no more questions at this point.

23 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

24 VICE CHAIR CAMACHO: Thank you. Good afternoon,
25 Mr. Nunes.

1 MR. NUNES: Uh huh, thanks.

2 VICE CHAIR CAMACHO: As you brought in as one of
3 your handouts that you provided, it dealt with the
4 redistricting issue. I have a question regarding that.

5 MR. NUNES: Please.

6 VICE CHAIR CAMACHO: What have you learned from
7 your students drawing and debating partisan and race-based
8 districts, and how can you use that knowledge to help you
9 as a Commissioner?

10 MR. NUNES: Well, first of all, they realize it's
11 a necessary process that has to happen every 10 years,
12 it's a very very necessary process. But they do feedback
13 - they usually take serious umbrage with partisan
14 redistricting. My students see that as a way - and I try
15 not to lead them this way. In some of the issues, I try
16 to be impartial as I deal with them, I didn't mention that
17 in number 1, too, on the standard questions, impartiality.
18 But that is part of my mode, not because I just - it's not
19 an act, I really believe that. So, what my students tell
20 me is they have some umbrage with partisan redistricting
21 because they feel like the politicians - and I'm not
22 demonizing politicians, that's not fair, but sometimes the
23 elected officials act in their own self interest, which
24 appears to be a conflict of interest. So, I think
25 conflict of interest comes back. The racial - the

1 districting for race-based district, they kind of go both
2 ways, they see it, well, isn't this a 14th Amendment issue?
3 But, isn't it a diversity, correct previous injustice
4 issue also? And they think about this issue. And they
5 think about this country, and they think about the history
6 of what's happened in this country. So, that's kind of
7 the general give and take I get from my students on
8 partisan and racial redistricting.

9 VICE CHAIR CAMACHO: How would you use that
10 knowledge that you learned and apply that to being a
11 Commissioner?

12 MR. NUNES: Elevate the level of understanding,
13 first of all, just try to help people say, "This is what
14 we're doing, this is what we have to do, and we are also
15 doing something rather unique and groundbreaking." So, I
16 would hope that the information that I've garnished from
17 being a political science teacher, I could transfer over
18 into being that way, to elevate the understanding, to help
19 them see that we're there to help the State, that we're
20 impartial, we're unbiased, we're listening, and we're
21 stewards of the State. That was something I thought about
22 when I thought about applying this, is I'm a steward of
23 the State, and I'm got some experiences that may be useful
24 to the State. And that's how I'd try to help the
25 Commission.

1 VICE CHAIR CAMACHO: Okay. You suggested that you
2 support inclusivity and sensitivity for diverse
3 backgrounds. What have you done in your personal
4 professional life to support inclusivity and sensitivity
5 to diverse backgrounds?

6 MR. NUNES: I will try to give you the short
7 answer on that. From the very beginning of growing up in
8 Vallejo, we had kind of 60 percent Anglo, about 30 percent
9 African-American, and about 30 percent Filipino, and I
10 grew up in that atmosphere, and sometimes it was cool, and
11 sometimes it was divisive, and that was in the '70s. But
12 as a story here, I'm going to try to make this brief, my
13 family moved from West Vallejo to East Vallejo in 1973,
14 and I think the people at Solano Junior High School, where
15 I had been kind of bussed out to for integration, out by
16 the Crest in Vallejo, those people there assumed that I
17 probably moved away because I was in the Navy, because
18 Mares Island was there at that time. So we moved out to
19 East Vallejo, and the next year Vallejo School District
20 started bussing the African-American kids from the Crest
21 out to Hogan High School to achieve integration. Well, I
22 was there and I had an in, and I played football with
23 these guys, and right there, I was kind of an Ambassador
24 to this East Vallejo a little more upper social economic
25 class, and the West Vallejo people, so that right there

1 was the beginning, and from then on, just being at West
2 Point and diverse groups, working with the Golden State
3 Examination with diversity, and at my high school, I
4 mentioned the Indian Mascot Issue, I organized a debate
5 and I had students collect information, I was neutral on
6 it, and I know what my personal feelings were, but I still
7 try to get the best ideas about, "Is this a good tradition
8 or a bad tradition?" Let's go from there, we're all
9 saying it's tradition. So, that's fostering diversity.

10 I wrote an article to the newspaper about two
11 weeks ago because someone had referred to Lake County as a
12 redneck county, and I've been reading this word "redneck"
13 a lot lately, in *Newsweek* and stuff, and I'm wondering,
14 I'm not wondering, I don't like to use the term "redneck,"
15 and I can think of other words that I'm not going to quote
16 people swimming across a Rio Grande River, they have a
17 name, and that's not appropriate. It's not appropriate in
18 my classroom, and it's not appropriate in my house. What
19 I've been saying for about 15 years, there was just
20 something on television last night saying, "That's so
21 gay," and I haven't allowed that in my classroom, and it's
22 not that I think it's sanctimonious finger wagger, I don't
23 do that, but I'm kind of, "You know, that's uncool.
24 That's just you're equating something here that is
25 inappropriate, please, think about hurting feelings, and

1 think about maybe being in other circles where you're
2 going to maybe embarrass yourself because you're using
3 inappropriate language and inappropriate words." So,
4 inclusivity, I'm raising my children, too.

5 VICE CHAIR CAMACHO: Okay. How will this
6 experience help you as a Commissioner with this
7 inclusivity and sensitivity to diversity?

8 MR. NUNES: I think it would be a two-way street.
9 I think I already know what I feel in my heart and my
10 head, but - and not to be presumptuous or self-
11 aggrandizing, it's been my experience that people think
12 that about me, they find that I'm an understanding guy.
13 Let me tell you another story on Golden State Examination.
14 We used to have to room together, and there were 50-60-
15 year-old ladies, and 25-year-old men, and 40-year-old men,
16 and we had to room together when we traveled around the
17 State, and we got to know each other very well. There
18 were - there was only one African-American guy, he teaches
19 in Oakland on Government, and there was only one African-
20 American guy in the Economics. And we got to choose our
21 roommates, they always chose me, and we would talk, and we
22 would go out, and things like that, and I remember one of
23 them saying, "You know, I feel out of place," or, "I feel
24 like people look at me like I'm the Affirmative Action
25 guy." And I said, "You feel that way? You really do?"

1 He said, "Yeah." I said, "Well, you know that, I know
2 that you're not, you know, you're here for your
3 intelligence and, I mean, I understand what you're saying.
4 I mean, I've been self-conscious, too, I was the only
5 white guy on the basketball team in Vallejo sometimes,
6 but, really, you know, I don't think anyone thinks that
7 about you." And he said, "You know, I knew you'd get it,
8 I knew you'd understand." And I felt that was a
9 compliment, just the connectivity that people can make.
10 So I would hope it would be a two-way street, that I could
11 treat people unbiased, fairly, and they would see that in
12 me, that that's who I am.

13 VICE CHAIR CAMACHO: You were talking about the
14 Stephen Covey seven habits of highly effective people, and
15 that you adhere to that, and you believe in that process.
16 How would you handle a situation if your fellow
17 Commissioners did not support that process?

18 MR. NUNES: What part of the process would you
19 specially referring to, just -

20 VICE CHAIR CAMACHO: Just his process of
21 interacting with individuals and communicating.

22 MR. NUNES: I would, first of all, hope that the
23 individuals, they are proactive and that they do begin
24 with the end in mind, they prioritize, they seek win-win,
25 they seek to understand first, and then be understood, and

1 that they synergize, and that we're always kind of
2 sharpening the saw, we're always growing, we're not
3 getting dull or stagnant. If at any time, like let's say
4 a Commissioner was engaging in being too forceful, being
5 too - not listening - then I think it would be hopefully
6 an intuitive part on my part, or any of the other
7 Commissioners' part, to say, "Time out, let's take a meta
8 here - let's take a metacognitive break and see where we
9 are, and how did we get derailed here?" You know, "What
10 went wrong? Let's back up some." And I think if a
11 Commissioner was perhaps, as you said, as you asked in
12 your question, maybe not following that process, it would
13 be a good thing to stop and step back and see where we
14 are.

15 VICE CHAIR CAMACHO: Thank you, that was my last
16 question.

17 MR. NUNES: Sure.

18 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

19 PANEL MEMBER SPANO: Thank you. Good afternoon.

20 MR. NUNES: Hi.

21 PANEL MEMBER SPANO: You said in your response to
22 Question 1, you're a disabled Vet?

23 MR. NUNES: Uh huh.

24 PANEL MEMBER SPANO: Were you in inactive service
25 or -

1 MR. NUNES: Well, it was when I was at West Point,
2 I injured my right knee, had a serious knee
3 reconstruction, I was out for a year, and then I went back
4 to playing Rugby and I injured my left knee.

5 PANEL MEMBER SPANO: So you get disabled veteran
6 status?

7 MR. NUNES: Yes, yes.

8 PANEL MEMBER SPANO: Okay, I was not aware. You
9 said you were attending West Point for three years.

10 MR. NUNES: Three and a half.

11 PANEL MEMBER SPANO: Three and a half. Tell me a
12 little bit about your experience there.

13 MR. NUNES: Sure. I followed an unusual route to
14 West Point. I enlisted in the Army, not planning on going
15 to college, and I found out after I got in that I had
16 scores that were kind of high, and that maybe I had
17 potential. They had a program to take people out of the
18 Army and send them to West Point, so they offered that to
19 me after I'd been in Germany guarding Nike Hercules
20 missiles that were aimed at the Soviet Union, that's where
21 I was, and they said, "Would you like to go to the prep
22 school first?" And that's where you go. And I said sure.
23 So, I went there and, I told you, I did very well there,
24 played the game - not - that's a cliché - I took to the
25 Military life. And then, when I got to West Point, my

1 freshman year there, where there's a lot of memorization
2 and regimentation and squaring corners, and squaring
3 meals, and things, and remembering the definition of
4 leather and how is the cow, and how many days there are to
5 Army beats Navy. I didn't struggle with that, that was
6 easy, and plus, I was 20-years-old at West Point, I was
7 two years older than all my classmates.

8 When I became an upper classman, I was intent on
9 becoming a good Army Officer, and I knew that I would be a
10 good Army Officer, but I started playing Rugby and took
11 some chances with the disciplinary - I went to a Beach
12 Boys concert in Long Island and missed an evening. I had
13 two other infractions that were - they were not illegal,
14 they were just against Cadet regulations, so I ended up
15 having to walk for 100 hours back and forth on the area,
16 and that's just what they do, you're a Century Person, as
17 they call it. And then, the knee injuries, and then the
18 excessive demerits, and so my commissioning physical said
19 that I was unfit for combat because of my knees, and
20 because of the excessive demerits. They said, "We're
21 going to let you go." So I left there after - basically,
22 my entire BA is from there, or BS, I guess it would be,
23 because it was science-based. It's kind of Dickensian, so
24 to speak, it's kind of the best of times and the worst of
25 times there, fond memories. I have two classmates that

1 are Generals, Bill Mayville, I played rugby with him, he's
2 right next to General McChrystal, although McChrystal has
3 left, Pete Mansoor, he was right there with Petraeus,
4 although he is retired, he's at Ohio State. So, thanks
5 for asking about West Point.

6 PANEL MEMBER SPANO: Yes, I was curious. Do you
7 believe this experience will help you understand the
8 political preferences of the California Veterans?

9 MR. NUNES: I deal with the VA a bit -

10 PANEL MEMBER SPANO: Do you?

11 MR. NUNES: -- yes. And in Ukiah, and some of it
12 is medical, but there is so much interaction and
13 camaraderie, and I'm seeing Iraq Vets and Vietnam Vets,
14 and talking to them in different places. I mean, I'm a
15 little bit different with my disability, but just the
16 interaction and there's a certain amount of - I don't know
17 how to say this - credibility that goes when you're a
18 disabled Veteran, and you start talking, you start making
19 connections, and I wouldn't use that, but just the
20 awareness, and differently abled people, whether it's a
21 Service connected disability, or any other sort of - I
22 don't like the word "disability," "differently abled."

23 PANEL MEMBER SPANO: Thank you.

24 MR. NUNES: Yeah.

25 PANEL MEMBER SPANO: Do your students have a hard

1 time understanding you?

2 MR. NUNES: Do my students?

3 PANEL MEMBER SPANO: Yes.

4 MR. NUNES: Do you have a hard time understanding
5 me?

6 PANEL MEMBER SPANO: Yes.

7 MR. NUNES: Really?

8 PANEL MEMBER SPANO: No, I'm just asking do they
9 when you are teaching the subjects that you teach.

10 MR. NUNES: Oh. I think I engage my students
11 pretty well. I give them an outline such as I gave you,
12 that is thoughtful and comprehensive. I don't use
13 overheads anymore, I used to have overheads where I'd just
14 slide it down, and I got away from that. I tried
15 PowerPoint a little bit, but I felt it was okay, but a
16 little too - my style of teaching is - and I have to teach
17 the same class four times in a row, is erase the notes,
18 and re-do the notes every class so that I feel like I'm
19 learning with them, and I quite often put underlines and
20 "let's fill in a word here," "let's fill in a word, what
21 are we talking about?"

22 And here's a story that is germane to this
23 particular - this year, I had a kid who, he really liked
24 this word "gerrymandering," and there would be times when
25 I would write out a sentence and leave a blank and say,

1 like, for example, "Filibuster," and I said, okay, "This
2 is when a Senator can stand up and talk indefinitely."
3 What's that called? And he'd go, "Gerrymandering." And
4 he would come back to this, like when I'd least expect it,
5 he wouldn't go to the well with that joke, but that's the
6 kind of interaction that I think helps understand my
7 students. I do have 20 percent who are limited in English
8 speaking, Spanish -

9 PANEL MEMBER SPANO: Tell me about that.

10 MR. NUNES: Yeah. What I try to do, now, I am
11 one-fourth Hispanic and I have Hispanic - although I don't
12 look Hispanic, no. But the fact that I am one-fourth
13 Hispanic and my students respond to me, they call me,
14 "Señor Nunes," and it is with affection, and little things
15 I can do when I handout papers, "Bien," not
16 condescendingly, but just friendly, "Me gusto," "Como
17 estas?" "Consado, Consado," "Feliz." You know, there are
18 things like that, and they know that I'm not bilingual,
19 but they know that I'm trying, and if I see any confusion,
20 Gabriella, or Jessica, I say, "You're not getting this,
21 are you?" "No." "Okay, let me back up here, this word?"
22 Okay. I also had an exchange student from Italy this year
23 and, same way, I've had exchange students from Japan, most
24 of the European exchange students, they're pretty good
25 with their English. The exchange students that I've had

1 from the Orient, reading okay, conversational not okay.

2 So, after inclusivity - big tent, that's what I try to do.

3 PANEL MEMBER SPANO: How do you reach out to them
4 when they're really deficient in their English language?

5 MR. NUNES: We have a good support staff at my
6 high school, good people work with them, give them more
7 time, I work with Ms. Molina quite a bit to say, you know,
8 "Where's this kid coming from? What is their level of
9 speech?"

10 PANEL MEMBER SPANO: Who is Ms. Molina?

11 MR. NUNES: She's the ESL teacher at our school.

12 PANEL MEMBER SPANO: Is it mostly Hispanic
13 population?

14 MR. NUNES: We are about 20 percent Hispanic.

15 PANEL MEMBER SPANO: Twenty percent. What's the
16 other demographic?

17 MR. NUNES: About 75 percent Anglo, about three
18 percent Native American, and the Native American kids
19 understood - the very fact that I was making arguments
20 against the Mascot, even though I was maintaining my
21 balance, at least I was making the arguments. And they
22 appreciated that.

23 PANEL MEMBER SPANO: Were they - why? In what
24 way?

25 MR. NUNES: Well, they had always heard it is a

1 good tradition, it's an honorable tradition, and they -
2 Native American kids say, "You know, I don't really need
3 to be told that it's an honorable tradition. I don't like
4 this. I don't like seeing that." And they would at -

5 PANEL MEMBER SPANO: Seeing what?

6 MR. NUNES: Pardon me?

7 PANEL MEMBER SPANO: Seeing what?

8 MR. NUNES: They would see that I was presenting
9 good valid arguments against the Indian mascot and that
10 they would - even though I was still maintaining balance,
11 they appreciated that. And some of the Native American
12 kids, as any group, there are some that struggle, but
13 since we don't have very many - three percent - and
14 there's a reservation nearby with a Casino and all - some
15 of them come with a variety of concerns that are not
16 unique to them, but the kids need accept - some of the
17 Native American kids and their parents feel like they've
18 been shut out. And I remember when I was a Vice Principal
19 last year, there were several times when the Native
20 American parents knew they could come to me, and they knew
21 I'd look out for their kid, not that I'd do anything
22 special, but just knowing that maybe there's a special
23 issue here, and that's also after the Native American
24 parents believed they had felt that they'd been
25 mistreated, perhaps been - people had been short, curt

1 with them. And I wasn't - I didn't view the interaction,
2 but that's what they felt. So....

3 PANEL MEMBER SPANO: Does the nearby Casino have
4 an impact on this?

5 MR. NUNES: It's actually between Kelseyville and
6 Lakeport. Some of our people live out there. I don't see
7 it as a - I can't ascertain any much pro or con or
8 anything on that.

9 PANEL MEMBER SPANO: In having the student
10 population like that, and the parents going to you with
11 their concerns, did you learn about their political
12 preferences and about their representation needs - or lack
13 thereof?

14 MR. NUNES: I can't say that my interaction
15 extended into any detailed intimate or intricate
16 knowledge, it just seemed to me like, if anything, I could
17 surmise that their - if there's anything at all, it's no
18 different than anybody else, that they want to be heard,
19 they want to be respected, they don't want to be
20 mistreated as perhaps they have been in the past. But I
21 think in our State, it's not an uncommon feeling to have
22 people feeling that way.

23 PANEL MEMBER SPANO: So they still feel like
24 they're being mistreated? Or is that the common concern?

25 MR. NUNES: Maybe not mistreated. I think what I

1 was able to garnish is just an intangible feeling of
2 posturing, posing, by some school officials. And, again,
3 was this feeling real or imagined? I don't know. I don't
4 know, but that was their feeling.

5 PANEL MEMBER SPANO: Posturing in what way?

6 MR. NUNES: "I'm the educator, I know what's best
7 for your kid," kind of pose. And not all educators are
8 that way, there's a mix, and some teachers are that way.
9 I've seen it, I've dealt with it as Vice Principal, and
10 that was tough to balance those things out when I knew the
11 kid had a valid point, and, "Well, I could hear you okay,"
12 and I would try to sort those things out with teachers and
13 students.

14 PANEL MEMBER SPANO: You were a VP for one year
15 and then you're back to being a teacher? Is that what it
16 is?

17 MR. NUNES: Yeah, yeah.

18 PANEL MEMBER SPANO: Why the step back in the
19 classroom?

20 MR. NUNES: Budget cuts. Yeah, if a school is
21 going to - if there are going to be budget cuts, they're
22 going to have to look at - and, I mean, in practically
23 every school district is 70-80 percent labor, and if they
24 don't have a Vice Principal, and they needed me to teach
25 the sections, and there's not going to be a Vice Principal

1 this year at my high school either.

2 PANEL MEMBER SPANO: They just have one Principal?

3 MR. NUNES: One Principal. I think they may hire
4 a campus supervisor for half time, so - I've got an
5 interesting job. I have my Masters in Education and a
6 Masters - that is what I would move into if I move into
7 Administration, or, but I'm not even thinking about that
8 right now.

9 PANEL MEMBER SPANO: Thank you.

10 MR. NUNES: Sure.

11 PANEL MEMBER SPANO: You mentioned you conducted
12 research on redistricting as an undergraduate. Can you
13 tell me exactly what you researched and what research
14 methods you employed?

15 MR. NUNES: I have my 20-page paper right here,
16 original.

17 PANEL MEMBER SPANO: Okay. Handwritten?

18 MR. NUNES: No, it's typed - yeah, typed.
19 Calligraphy, hieroglyphics thing, no, I'm not that old.
20 I'm just teasing. Yeah, this was the legacy of 1982, and
21 I will not try to - I mean, I've read this paper again
22 just kind of in preparation to come here, but the same
23 problems are existing in 2011 as were existing back then,
24 and the perceptions.

25 PANEL MEMBER SPANO: Can you elaborate on that?

1 MR. NUNES: Sure. That people see that their
2 voting districts have been divided up in such a way as
3 they look like salamanders, or are named after Elbridge
4 Gerry, Massachusetts Governor, Elbridge Gerry, way back
5 when, so that incumbents can get reelected. And there may
6 be some reasons for that, I'm not going to say it's all
7 bad, but I know when I wrote this paper, I was something
8 of a zealot, which, by the way, I don't think members of
9 this Commission should be zealots, that they have an axe
10 to grind, and I don't. I don't have an axe to grind, I
11 want to help get it right for the State based on the
12 criteria given to us, and that's it. I think when I wrote
13 this paper, I was kind of worked up about it, you know,
14 undergraduate indignation.

15 PANEL MEMBER SPANO: Would you say that you were a
16 little biased when you developed that paper?

17 MS. HAMEL: Five minutes.

18 MR. NUNES: I was biased in that I thought that
19 the partisan gerrymandering distorted Democracy. And you
20 can make a very strong argument that it does. And then
21 there's this -

22 PANEL MEMBER SPANO: What research methods did you
23 employ?

24 MR. NUNES: Yeah, mostly microfiche and
25 periodicals, and here is even an article I still have, it

1 says, "My contribution to Modern Art," it is quoted by
2 Congressman Phil Burton, 1980-1982, I don't know if this
3 is appropriate or if you can even look at this, but this
4 is from 1991, so this was later, that the Master
5 Cartographer who gerrymandered was almost taking a -
6 making a cavalier comment about the gerrymandered
7 districts. And in 1982, Phil Burton had gerrymandered a
8 District for his brother, John Burton, and then John
9 Burton decided not to run, and the person that won in that
10 District, I've followed her career a little bit, Barbara
11 Boxer, she won the Congressional seat there, the Sixth
12 Congressional District, and of course, in 1990, she became
13 a U.S. Senator.

14 PANEL MEMBER SPANO: Did you employ any
15 statistical research or any applied research?

16 MR. NUNES: I see where you're going with it. It
17 was mostly anecdotal, not anecdotal, but stories,
18 editorials, commissions, things like that for this
19 research here. So, the state-of-the-art, the technology
20 at that time was - it wasn't there. I mean, microfiche
21 seemed to be such a consolidation, but now, of course,
22 there's so much out there, and I've mentioned the State
23 database several times before, I've emailed and - there
24 was an article in the Capitol Weekly not too long ago,
25 MacLachlan, Malcolm MacLachlan, and he kind of turned me

1 on to that, and he showed how difficult it is to try to
2 equalize the Districts, but the software is there, and
3 should I become a Commissioner, I'd be looking forward to
4 making this step in research.

5 PANEL MEMBER SPANO: Have you had experience
6 applying complex area of the law to a certain set of data
7 in your analysis for decision-making purposes?

8 MR. NUNES: My work with the Golden State
9 Examination, yeah.

10 PANEL MEMBER SPANO: In what way?

11 MR. NUNES: From start to finish, mostly at the
12 finish, we used statistical. We would get a matrix for
13 all the students, about 20,000, that took the Economics
14 Test, and on the top would be their essay scores, and
15 extending vertically would be how many questions they got
16 correct on the multiple choice, okay, so there would be
17 this matrix of how many got a 4 on the essay, and then got
18 25 multiple choice questions correct. What we would have
19 to do on a commission is figure out the three levels of
20 recognition, who is going to get high honors, who is going
21 to get honors, and who is going to get recognition, not
22 who, personally, but these numbers. And so we did that
23 statistical analysis a lot. There was also statistical
24 analysis associated with multiple choice questions. We've
25 got a multiple choice question here, A, B, C, D, and after

1 the 20,000 people took the test, you get a P value, okay,
2 P value was how many people who chose this, what
3 percentage chose this answer, A, B, C, or D. Okay? We
4 were instructed that if the P value for the correct answer
5 was above 80 percent, it doesn't stay on the test, it's
6 too easy; if it's below 25 percent, it's too hard, it
7 doesn't stay on the test. And by the way, these questions
8 were all generated by myself and about five other
9 teachers, we made this test for 10 years. Then, there's
10 something called the Point by Serial, the RBIS, and that
11 was a very interesting index that indexed -

12 MS. RAMIREZ-RIDGEWAY: You have less than one
13 minute.

14 MR. NUNES: -- okay - who chose these answers, and
15 how did they do on the rest of the test, so if they chose
16 this answer right here and they got the rest of the test
17 right, that was a good question. Okay, and my son is an
18 IS major at Fresno State -

19 PANEL MEMBER SPANO: Information Systems, is that
20 what you're talking about?

21 MR. NUNES: Yeah, Information Systems. He knows
22 more stuff about computers than I'll ever know, probably,
23 but I'm eager to learn.

24 PANEL MEMBER SPANO: Thank you.

25 MR. NUNES: Yeah.

1 MS. RAMIREZ-RIDGEWAY: Panelists, do you have
2 follow-up questions?

3 VICE CHAIR CAMACHO: No, I don't.

4 CHAIR AHMADI: Neither do I.

5 MS. RAMIREZ-RIDGEWAY: I have a couple for you.

6 MR. NUNES: Please.

7 MS. RAMIREZ-RIDGEWAY: Have you given any thought
8 to a plan for outreaching to minority groups throughout
9 the State?

10 MR. NUNES: The thoughts that I've had about
11 outreach begins with looking at the Census data, and that
12 would be the first part. The second part would be, of
13 course, consulting with the other Commissioners and their
14 geographic specialty, and where they're from, and areas
15 that they know, and I'm sure that the Commission will take
16 care of that, that we have geographic diversity, so that
17 would get us closer in the door. For me, personally, if I
18 have anything that's unique to me, I know many high school
19 teachers, or I know someone who knows a high school
20 teacher all over the State, San Diego, I know three
21 teachers in Fresno, Redding, San Francisco, San Jose,
22 Santa Barbara, the guy who gave me this tie is from Santa
23 Barbara, it is an Economics tie. I know a lot of teachers
24 and that would be my avenue, my personal avenue. I mean,
25 I'd look at the data, and then get close with those

1 people, "What can you tell me about these people? Who are
2 your elected officials, City Council person? Can you get
3 me in touch with someone?" And that's how I envision it
4 now of how I might be able to outreach. And, as Ms. Spano
5 was asking about the Native American community, I would
6 ask teachers about questions like that, and the Hispanic
7 community, "Do you feel like we're integrated? Or is
8 there divisiveness?" So, that would be some action
9 research I would take. So, begin with statistical and
10 then move on to action research.

11 MS. RAMIREZ-RIDGEWAY: If you were presented with
12 facts that permitted, but did not require you to create a
13 majority-minority district, would you do so? And why or
14 why not?

15 MR. NUNES: Could you say that again, please?

16 MS. RAMIREZ-RIDGEWAY: If you were presented with
17 facts, you're sitting on the Commission, you're presented
18 with facts that would enable you to create a majority-
19 minority district, but didn't require you to do so, would
20 you create a majority-minority district? Why or why not?

21 MR. NUNES: Well, I believe the court case called
22 Hunt vs. Cromartie covers that, that it would be
23 acceptable, and that overturned the case in North
24 Carolina, the 15th Congressional District, it was declare
25 unconstitutional, so I believe it is part of our

1 consideration, part of our responsibility to consider that
2 as - consider race as a community of interest. So I think
3 that would be appropriate, yes.

4 MS. RAMIREZ-RIDGEWAY: As you may know, the first
5 eight Commissioners are required to select the next six
6 Commissioners, and I'm just wondering what role diversity
7 will play in your selection of your next six colleagues if
8 you're randomly selected to sit on the Commission?

9 MR. NUNES: It would have to be, again, a
10 combination of quantitative diversity and qualitative.
11 Now, the quantitative, as we know, we can look at a
12 spreadsheet and see Hispanic and African-American, and
13 male, female, there's no religious preference put on
14 there, but that would be an interesting thought, too, I'm
15 not necessarily saying I would consider religion, I am
16 kind of First Amendment purist when it comes to things
17 like that, but I believe the eight of us, as we looked at
18 diversity, we would first look at kind of who we have now,
19 who is here now, and what do we need? What about someone
20 from the North Coast? What about someone from the Inland
21 Empire? What about someone who knows some more about the
22 population shifts like, for example, I've read it's
23 expected that there's been a population shift away from
24 the Coast, and into the Inland Area, and the Central
25 Valley has become more populated, so that would be - well,

1 is there someone here from the Central Valley,
2 Bakersfield, Fresno? What area do we need to further
3 complement our 14 people and ensure diversity? And,
4 again, I would say it would be quantitative and
5 qualitative diversity, so - and I believe the eight could
6 do a darn good job of it based on what you've done here,
7 too. So, very doable, yeah.

8 MS. RAMIREZ-RIDGEWAY: Are there further
9 questions?

10 PANEL MEMBER SPANO: No, I don't have any.

11 MS. RAMIREZ-RIDGEWAY: And we have about 19
12 meetings remaining on the clock if you wish to make a
13 closing statement.

14 MR. NUNES: I thought I had a lot less time to
15 talk. Really? 19 minutes?

16 MS. RAMIREZ-RIDGEWAY: You don't have to take the
17 whole amount of time if you're not able to, no pressure.
18 You looked a little panicked for a minute.

19 MR. NUNES: No, it felt like I was rushing the
20 whole time before, like from the opening ones, and I kind
21 of rushed your answer at the end there, Ms. Camacho.

22 I'm kind of a visual learner, so I brought tons of
23 support materials here that are appropriate. I'm going to
24 be sensitive on what I show. I have watched some of the
25 other Applicants. I remember you asked the question,

1 "Does race matter?" You asked one, and I thought about
2 that a lot and I said, "Well, Hunt vs. Cromartie says race
3 matters. And I remember when I was at Sac State,
4 finishing up my post-graduate work, beyond my Masters, I
5 had an instructor named, Dr. Lila Jacobs, and she made a
6 very profound statement, she said, "Sometimes it is the
7 luxury of the majority class to think that everything is
8 cool." Then Brown v. Board happened, the Civil Rights
9 Act, and it may not - it may not be perceived to be
10 [quote] - she didn't say "cool," she said something else,
11 but everything is okay. And I think we have to be aware
12 of that, that we are kind of a big tent here and there are
13 still people who feel shut out and ignored, and I think
14 this may, especially when it comes to gerrymandering, cut
15 across any sort of racial or ethnic lines.

16 Anything else I could - yeah, geographic. I'm
17 from the North Coast of California, I know the North Coast
18 really well. Last summer, I had to go up to Humboldt
19 State, I didn't have to, it was a five-day seminar, and we
20 had a very interesting activity. First, we got a tour of
21 the Arcata Waste Management Treatment and where the
22 brackish water was, and where the treatment plant was, and
23 how they were skipping a step that other waste management
24 uses to treat the water, that they were actually doing it
25 naturally, and all these interesting biological

1 information to process. And then we were told, "Oh, by
2 the way, you're going to be docent for the Chico people
3 when they come over this afternoon." So, we were kind of
4 given this task that we were supposed to train these Chico
5 teachers when they got over there, and that was very
6 interesting to learn about the Arcata Humboldt Water
7 Treatment Plant, and also learning about the delicate
8 balance between Redwoods and jobs up there, I mean, other
9 areas of the country have mining jobs, that is a very
10 sensitive issue to look at. I know the North Coast, but I
11 know the rest of the State. I traveled the State a lot.
12 I always travel alone just so I can visit people along the
13 way. I remember at spring break, I went down to visit my
14 sons in San Diego, and then I decided I would come to the
15 back side of the Sierras and I came across Manzanar, the
16 Japanese Internment Camp, and I've been there three times
17 now, and every time I go to Manzanar, I get an
18 overwhelming sense of pain, embarrassment, sometimes
19 anger, that that actually happened in this country, that
20 Japanese were interned. I mean, I understand from reading
21 the military necessity and everything, but it's
22 embarrassing to see that that happened there, and at
23 Manzanar, there's a gymnasium with all the artifacts from
24 the Japanese Internment Camp. And back in Washington,
25 D.C. right now, there's an art display called The Art of

1 Gamen that someone has collected a bunch of the art that
2 was made in the Japanese Internment Camps, and I like that
3 word, "Gamen", G-a-m-e-n, it's Japanese for handling
4 adversity, handling adversity and suffering, perhaps,
5 without losing your dignity. And "Gamen," that's a good
6 word.

7 I'd like to say two other things, or one other
8 thing, question 2 and question 4 on our standard
9 questions, they both kind of deal with collaborative and
10 problem solving, conflict solving, and I'm reminded of the
11 Chinese symbol for crisis, which is kind of danger
12 opportunity, growth opportunity, and when we think of kind
13 of conflict management, we're also thinking about
14 collaboration, that we grow through our - sometimes our
15 differences. So, any other questions? I thank you for
16 your time. I will say this, too, when I read that
17 "randomly selected accountants," you've heard this from a
18 lot of the people, I still applaud the thoroughness that
19 you've taken with this task, and I know, Ms. Camacho, you
20 have said some things that really resonate, when you said,
21 "We're going to have to make some tough calls here," and,
22 "We're going to have to tell some very qualified people
23 that they may not make it," and I'm prepared for both of
24 those eventualities. Of course, I would like to be on the
25 Commission, I've got the time to do it with my sabbatical.

1 I hope that whatever I've done and said here, and from my
2 materials and my application, it may be of use to the
3 State. So, thank you very much.

4 MS. RAMIREZ-RIDGEWAY: Thank you, Mr. Nunes.

5 PANEL MEMBER SPANO: Thank you.

6 VICE CHAIR CAMACHO: Thank you.

7 MS. RAMIREZ-RIDGEWAY: Let's go into recess until
8 9:14 tomorrow.

9 (Recess at 5:49 p.m.)

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